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USE OF TIME DURING 1961 SUMMER BY STUDENTS REGISTERED DURING 1961 FALL SEMESTER THE UNIVERSITY OF WISCONSIN, MADISON CAMPUS

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L. J. LINS
C. A. SCHOENFELD
ALLAN P. ABELL
F. CHANDLER YOUNG

OFFICE OF INSTITUTIONAL STUDIES
THE UNIVERSITY OF WISCONSIN, MADISON
MAY 1962

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L. J. Lins
Professor and Coordinator, Institutional Studies

C. A. Schoenfeld
Assistant Director of Summer Sessions
Associate Professor of Journalism

Allan P. Abell
Project Assistant, Institutional Studies

F. Chandler Young
Associate Professor and Assistant Dean
College of Letters and Science

Office of Institutional Studies
The University of Wisconsin, Madison

May 1962

PREFACE

Interest in evaluating the use of University of Wisconsin facilities and staff during the calendar year led in 1961 to the appointment of a Calendar Committee This committee, as one means of gaining information about the present year-around operations and of securing data on which recommendations for possible changes could be based, requested that the Office of Institutional Studies make a study of what students do with their time during the summer.

The study seeks to discover (1) how students enrolled during the academic year use their time during the summer, (2) what groups of regularly enrolled students attend the Summer Sessions, (3) the summer earnings and savings of the students enrolled during the academic year, and (4) what types and how many of the academic year students might be available for summer school if proper incentives or financial aids were provided. Although the generalizations are not conclusive, the study seeks to bring together information on the possibility of large numbers of students attending a long session during the summer.

The authors are grateful to the members of the Calendar Committee for their advice and interest in the study. The members of the Calendar Committee are: Clifford S. Liddle, Professor of Education (Chairman); Bruce M. Davidson, Assistant Dean of the College of Engineering; Robert Norris, Dean of Student Affairs at the UW-Milwaukee; C. A. Schoenfeld, Assistant Director of the Summer Sessions; Alden W White, Secretary of the Faculty; and F. Chandler Young, Assistant Dean of the College of Letters and Science.

Special acknowledgment of assistance is made to Miss Edna Hasse, Mrs. Elizabeth Hough, and Robert A Rees who typed and proofed the manuscript and made suggestions for its improvement Mr. Rees also helped in the preparation of tables.

The writers are very appreciative of the interest and support of Fred H. Harrington, Vice President of Academic Affairs, and Paul L. Trump, Registrar and Director of Admissions at the time the study was developed and the basic analyses

were made. The "Summer Use of Time" cards were punched and verified by the Machine Records staff of the Registrar's office and the machine tabulations were made by that staff; without this assistance, the study would not have been possible. To these persons and to the students who completed the card forms, we extend our thanks.

L. J. L.
C. A. S.
A. P. A.
F. C. Y.

TABLE OF CONTENTS

	Page
PREFACE	i
LIST OF TABLES	v
INTRODUCTION	1
AN OVERVIEW OF THE STUDENTS' SUMMER	3
The "Average" Student	3
Combinations of Activities	6
Activities by Sex and Class Level	7
Undergraduate Students by Current Entrance	9
General Considerations	10
Applied Savings by Weeks of Employment	11
SUMMER ACTIVITY IN DETAIL	13
Weeks of Activities by Class Level	13
Weeks of Activities of Men and Women by Class Level	15
Activities by Classification and Marital Status	18
Activities by College or School	20
Activities by Region of Home Address	22
Activities of Undergraduate Students According to Cumulative Grade-Point Average	23
SUMMER SCHOOL ATTENDANCE AND CREDITS EARNED	26
Campus Combinations by Class Level	26
Campuses Attended by Sex and Class Level	27
Credits Earned by Student Classification	29
Credits Earned by Sex and Class Level	32
Total Credits Earned by Classification and Level	35
Total Credits Earned by Classification and Marital Status	36
Total Credits Earned by College or School	37
Total Credits Earned by Region of Home Address	38
Total Credits Earned by Undergraduate Students by Current Entrance	39
Total Credits Earned by Undergraduate Students According to Cumulative Grade-Point Average	40
SUMMER EMPLOYMENT AND SAVINGS	42
Savings by Student Classification and Class Level	42
Savings by Classification and Marital Status	47

	Page
Savings by College or School	48
Savings by Region of Home Address	50
Savings of Undergraduate Students by Current Entrance	51
Savings of Undergraduate Students by Cumulative Grade-Point Average	52
SAVINGS RESERVED FOR EDUCATION	54
Applied Savings by Student Classification	54
Applied Savings by Sex, Classification, and Level	56
Applied Savings by Classification and Marital Status	59
Applied Savings by College or School	60
Applied Savings by Region of Home Address	62
Applied Savings of Undergraduate Students by Current Entrance	64
Applied Savings of Undergraduate Students by Cumulative Grade-Point Average	64
SUMMARY AND GENERALIZATIONS	67
Summer Activities	67
Summer School Attendance	70
Summer Employment and Savings	71
Summer Savings Reserved for Education	72
Generalizations	74
APPENDIX	76

LIST OF TABLES

No.		Page
I.	Summer Activities, Credits Earned, and Savings of Average Undergraduate and Graduate Students, Divided by Sex.	4
II.	Median Weeks of Summer Activities, Credits Earned, and Savings of Undergraduate and Graduate Students, Divided by Sex	6
III.	Activities During 1961 Summer of Undergraduate, Graduate, and Professional Students.	7
IV.	Activities During 1961 Summer of Undergraduate and Graduate Men (Type of Activity).	8
V.	Activities During 1961 Summer of Undergraduate and Graduate Women (Type of Activity).	9
VI.	Activities During 1961 Summer of Undergraduate Students, Divided by Current Entrance Status	10
VII.	Summer Savings to be Applied toward Educational Expenses, Divided by Weeks of Employment, for Undergraduate Men.	11
VIII.	Summer Savings to be Applied toward Educational Expenses, Divided by Weeks of Employment, for Undergraduate Women. . . .	12
IX.	Distribution of Activities During 1961 Summer of Undergraduate and Graduate Students.	14
X.	Activities During 1961 Summer of Undergraduate and Graduate Men (Means and Medians)	16
XI.	Activities During 1961 Summer of Undergraduate and Graduate Women (Means and Medians)	17
XII.	Activities During 1961 Summer of Single and Married Undergraduate, Graduate, and Professional Students.	19
XIII.	Activities During 1961 Summer of Undergraduate Students, Divided by College or School	21
XIV.	Activities During 1961 Summer of Graduate Students, Divided by College or School	21
XV.	Activities During 1961 Summer of Undergraduate Students, Divided by Region of Permanent Home Address.	22
XVI.	Activities During 1961 Summer of Graduate Students, Divided by Region of Permanent Home Address.	23
XVII.	Activities During 1961 Summer of Undergraduate Students, Divided by Cumulative Grade-Point Average.	24
XVIII.	Campus Combinations During 1961 Summer of Undergraduate and Graduate Students.	27
XIX.	Institutions Attended During 1961 Summer by Undergraduate and Graduate Men	28

No.		Page
XX.	Institutions Attended During 1961 Summer by Undergraduate and Graduate Women	28
XXI.	Mean and Median Credits Earned at Various Institutions During 1961 Summer by Undergraduate, Graduate, and Professional Students	30
XXII.	Credits Earned at Various Institutions During 1961 Summer by Undergraduate, Graduate, and Professional Students	31
XXIII.	Mean and Median Credits Earned at Various Institutions During 1961 Summer by Undergraduate and Graduate Men	33
XXIV.	Mean and Median Credits Earned at Various Institutions During 1961 Summer by Undergraduate and Graduate Women	34
XXV.	Total Credits Earned During 1961 Summer by Undergraduate, Graduate, and Professional Students	35
XXVI.	Mean and Median Total Credits Earned During 1961 Summer by Single and Married Undergraduate, Graduate, and Professional Students	36
XXVII.	Mean and Median Total Credits Earned During 1961 Summer by Undergraduate Students, Divided by College or School	38
XXVIII.	Mean and Median Total Credits Earned During 1961 Summer by Graduate Students, Divided by College or School	38
XXIX.	Mean and Median Total Credits Earned During 1961 Summer by Undergraduate Students, Divided by Region of Permanent Home Address	39
XXX.	Mean and Median Total Credits Earned During 1961 Summer by Graduate Students, Divided by Region of Permanent Home Address	39
XXXI.	Mean and Median Total Credits Earned During 1961 Summer by Undergraduate Students, Divided by Current Entrance Status at Time of Enrollment	40
XXXII.	Mean and Median Total Credits Earned During 1961 Summer by Undergraduate Students, Divided by Cumulative Grade-Point Average	41
XXXIII.	Savings, from 1961 Summer Employment, of Undergraduate, Graduate, and Professional Students	43
XXXIV.	Savings, from 1961 Summer Employment, of Undergraduate, Graduate, and Professional Men	44
XXXV.	Savings, from 1961 Summer Employment, of Undergraduate, Graduate, and Professional Women	45
XXXVI.	Savings, from 1961 Summer Employment, of Single and Married Undergraduate, Graduate, and Professional Students	47
XXXVII.	Savings, from 1961 Summer Employment, of Undergraduate Students, Divided by College or School in which Enrolled	49

No.		Page
XXXVIII	Savings, from 1961 Summer Employment, of Graduate Students, Divided by College or School in which Enrolled	49
XXXIX	Savings, from 1961 Summer Employment, of Undergraduate Students, Divided by Region of Permanent Home Address	50
XL	Savings, from 1961 Summer Employment, of Graduate Students, Divided by Region of Permanent Home Address	51
XLI	Savings, from 1961 Summer Employment, of Undergraduate Students, Divided by Current Entrance Status	52
XLII	Savings, from 1961 Summer Employment, of Undergraduate Students, Divided by Cumulative Grade-Point Average	53
XLIII	Applied Savings, from 1961 Summer Employment, of Undergraduate, Graduate, and Professional Students	55
XLIV	Applied Savings, from 1961 Summer Employment, of Undergraduate, Graduate, and Professional Men	57
XLV	Applied Savings, from 1961 Summer Employment, of Undergraduate, Graduate, and Professional Women	58
XLVI	Applied Savings, from 1961 Summer Employment, of Single and Married Undergraduate, Graduate, and Professional Students	59
XLVII	Applied Savings, from 1961 Summer Employment, of Undergraduate Students, Divided by College or School in which Enrolled	61
XLVIII	Applied Savings, from 1961 Summer Employment, of Graduate Students, Divided by College or School in which Enrolled	61
XLIX	Applied Savings, from 1961 Summer Employment, of Undergraduate Students, Divided by Region of Permanent Home Address	62
L	Applied Savings, from 1961 Summer Employment, of Graduate Students, Divided by Region of Permanent Home Address	63
LI	Applied Savings, from 1961 Summer Employment, of Undergraduate Students, Divided by Current Entrance Status	64
LII	Applied Savings, from 1961 Summer Employment, of Undergraduate Students, Divided by Cumulative Grade-Point Average	65

INTRODUCTION

Administrators in many institutions of higher education are concerned with the problem of making the best use of educational facilities on a year around basis. Much thought has been given to three semester (commonly called "trimester") or four quarter operation during the year. Some institutions have implemented one of the two mentioned plans; others have elongated the major summer session; and still others have set up two or more short summer sessions running concurrently.

Decisions to change from current operations require careful consideration of needs of the groups to be served during the summer period. In some institutions, major non-credit service programs such as institutes or workshops have been developed; these programs may require a relatively large utilization of existing facilities particularly during the early and late weeks of the summer. Other institutions may have little or no need for such offerings.

Some institutions are located in metropolitan areas with a majority of the students commuting from their homes; others have a very small proportion of such students.

In reaching a decision as to whether or not it is desirable or worthwhile to extend the summer curricular offerings through setting up new sessions or revising the length of current sessions, it is important to secure data on the potential student body to be expected. With this in mind, and as one factor to be considered, the present study seeks to bring together information on the possibility of large numbers of students attending a long session during the summer at The University of Wisconsin, Madison campus.

The approach to this question was through a determination of (1) how regularly enrolled students use their time during the summer; (2) the extent to which these persons attend summer sessions; and (3) the savings of these persons from employment during the summer and the amount of these savings to be applied toward educational expenses. It is possible that many students would not choose to attend any type of session during the summer; for others, attendance may not be possible unless there were an extension of loans and scholarships programs.

Survey Procedure

A special punched card form, "Summer Use of Time between June 3 and September 11, 1961," was developed and inserted in the registration packet of

University of Wisconsin, Madison campus, students registering for the fall semester, 1961-62 (See Appendix). Cards in usable form were returned by 93.7 per cent of the students. According to whether or not the students were residents or non-residents of the state of Wisconsin, the return was by 94.6 per cent of the male resident, 94.4 per cent of the female resident, 91.6 per cent of the male non-resident, and 92.9 per cent of the female non-resident students.

There were some differences in the proportion of students by college who returned usable cards. The percentage returns by college or school were Letters and Science, 94.1 per cent; Agriculture, 91.9 per cent; Home Economics, 94.0 per cent; Commerce, 93.5 per cent; Education, 93.0 per cent; Engineering, 95.6 per cent; Pharmacy, 93.2 per cent; Nursing, 94.8 per cent; and the professional schools of Law and Medicine, 84.7 per cent. These percentages would imply that the representativeness of the group by school or college is adequate for analysis purposes.

There also was good representation by class. The percentages of usable returns by class were freshman, 93.9; sophomore, 96.2; junior, 96.5; senior, 96.3; and graduate, 90.8. There were 209 special students of whom 108, or 52.6 per cent, returned usable cards.

The total official enrollment for the fall semester was 20,118; of these persons 18,847 students returned usable information. There were 436 cards returned but not completed and 835 which either were not returned or were for students who registered after the official enrollment figure was determined; it was possible to include some of the latter persons in the study.

AN OVERVIEW OF THE STUDENTS' SUMMER

The "typical student," although non-existant, provides an opportunity to make comparisons between general categories of individuals. In order to gain insight into the availability of students for summer enrollment, a comparison of activities between student groups, in light of natural differences, is made.

The "Average" Student

Table I gives the means for weeks of summer activities, summer credits, summer savings. and summer savings to be applied toward educational expenses of the undergraduate and of the graduate students. The means are based upon all students whether or not all students were involved in the particular item.

The direction of the differences in the measures between undergraduate and graduate students is noteworthy. Employment, summer school, and U. S. vacation occupied the majority of the summer for both the average undergraduate and the average graduate student, but the proportion of time spent at each varied considerably between them. The order by decreasing number of weeks for both the undergraduate men and undergraduate women was employment, U. S. vacation. and summer school; while for the graduate men the order was employment,summer school, and U. S. vacation; and for the graduate women was U. S. vacation. employment. and summer school. Summer school occupied higher than third place only for the graduate men. and then just 54.3 per cent of those enrolled in the fall semester of 1961-62 had gone to summer school the previous summer.

"Other activity" for the graduate men was chiefly independent research after summer school. These persons were registered during the summer also.

The majority of the credits were earned at The University of Wisconsin, Madison campus. with "other institutions"* ranking second with a much smaller proportion. Undergraduate women participated in summer education somewhat more than undergraduate men (25.5% compared to 16.9%). A higher proportion of graduate men than graduate women earned credits during the summer (54.5% and 48.6% respectively), but the average woman carried more credits (women, 2.28; men, 2.09). The small differences between the per cent of students with weeks of summer school and the per cent with total credits is due to "correspondence" being listed under "other activity" rather than "summer school."

---

*Institutions other than The University of Wisconsin, Madison, University of Wisconsin-Milwaukee, University of Wisconsin Centers, and University of Wisconsin Correspondence Study.

TABLE I

SUMMER ACTIVITIES, CREDITS EARNED, AND SAVINGS
OF AVERAGE UNDERGRADUATE AND GRADUATE STUDENTS, DIVIDED BY SEX
(and Enrolled at Madison First Semester 1961-62)

Items Reported	Undergraduate				Graduate			
	Men		Women		Men		Women	
	Mean* Amt.	% With†	Mean* Amt.	% With†	Mean* Amt.	% With†	Mean* Amt.	% With†
Summer Activities								
Weeks of Employment	9.60	90.6	7.31	76.6	5.58	60.9	4.23	51.2
Weeks of Summer School	1.15	16.2	1.73	24.0	3.94	54.3	3.56	48.4
Weeks of U.S. Vacation	2.66	66.5	4.29	82.2	2.98	64.9	4.71	79.2
Weeks of Other Vacation	0.17	4.6	0.31	6.0	0.34	7.2	0.66	10.6
Weeks of Military Camp	0.25	5.9	0.01	0.2	0.11	4.8	0.01	0.1
Weeks of Other Activity	0.17	5.0	0.35	8.3	1.05	17.4	0.83	12.0
Summer Credits Earned								
Credits at UW, Madison	0.65	11.4	0.87	14.3	1.78	48.4	1.91	41.0
Credits at UW-Milwaukee	0.06	1.3	0.13	2.3	0.01	0.2	0.05	0.8
Credits at UW Centers	0.01	0.3	0.01	0.3	0.01	0.2	Unkn.	0.1
Credits by Correspondence	0.03	0.8	0.04	1.5	0.01	0.2	0.01	0.6
Credits at Another Campus	0.13	3.2	0.27	7.2	0.28	5.6	0.31	6.4
TOTAL CREDITS	0.88	16.9	1.32	25.5	2.09	54.5	2.28	48.6
Summer Savings								
Amount Saved	$364.48	77.0	$200.79	63.6	$140.85	31.9	$98.39	28.7
Amount to be Applied toward Educ. Expense	$316.53	72.0	$160.94	54.0	$117.92	29.5	$80.70	26.3
TOTAL CASES	8,507		5,577		3,201		860	

*Based upon all students, whether or not all students were involved in each item.

†Per cent of students reporting each particular item.

The mean amounts of savings and applied savings varied considerably between groups (highest mean savings: undergraduate men $364.48; lowest mean savings: graduate women, $98 39; highest mean applied savings: undergraduate men, $316 53; lowest mean applied savings: graduate women, $80.70). The differences in means* are attributable to greater degree to the proportions of people with summer employ-

*Means are based on total individuals rather than upon just those with amounts.

ment than to the relative earning power of the students by sex and class. The means do indicate, however, that summer employment is of greater importance to the undergraduate group than to the graduate group.

Table II gives the medians for weeks of summer activities, summer credit, summer savings, and summer savings to be applied to educational expenses of just those people reporting the particular items. This table provides a comparison between the segments of the different groups that were involved in the items reported. For both the undergraduate and the graduate students, the men who worked tended to work more weeks than the women while the women spent a greater time on vacation* in the United States.

The median number of credits earned at The University of Wisconsin, Madison, was six for the undergraduate men and women and three and five for the graduate men and women respectively.

The median total credits earned at all institutions by the graduate men also was three; this would indicate that most of them were engaged in independent study or were auditing instead of being enrolled for full credit. The total credit medians for the undergraduate men and women and for the graduate women were six and five respectively.

The savings and applied savings for those with employment show that in general the men tend to earn more than the women during the summer and are able to set aside more for education. The largest median savings was by the undergraduate men ($436.54) with 77.0 per cent of the men having savings; the smallest median savings was by the undergraduate women ($293.51) with 63.6 per cent of the women reporting savings. Graduate women had the smallest proportion with savings (28.7%).

*Vacation is defined as being at home and not working as well as travel.

TABLE II

MEDIAN WEEKS OF SUMMER ACTIVITIES, CREDITS EARNED, AND SAVINGS OF UNDERGRADUATE AND GRADUATE STUDENTS, DIVIDED BY SEX (and Enrolled at Madison First Semester 1961-62)

Items Reported	Undergraduate				Graduate			
	Men		Women		Men		Women	
	Median* Amount	% With†	Median* Amount	% With†	Median* Amount	% With†	Median* Amount	% With†
Summer Activities								
Weeks of Employment	12	90.6	10	76.6	10	60.9	8	51.2
Weeks of Summer School	8	16.2	8	24.0	8	54.3	8	48.4
Weeks of U.S. Vacation	3	66.5	5	82.2	4	64.9	6	79.2
Weeks of Other Vacation	2	4.6	4	6.0	2	7.2	6	10.6
Weeks of Military Camp	4	5.9	3	0.2	2	4.8	6	0.1
Weeks of Other Activity	3	5.0	3	8.3	6	17.4	6	12.0
Summer Credits Earned								
Credits at UW, Madison	6	11.4	6	14.3	3	48.4	5	41.0
Credits at UW-Milwaukee	5	1.3	6	2.3	2	0.2	6	0.8
Credits at UW Centers	5	0.3	4	0.3	3.5	0.2	Unkn.	0.1
Credits by Correspondence	3	0.8	3	1.5	3.5	0.2	3	0.6
Credits at Another Campus	6	3.2	5	7.2	6	5.6	6	6.4
TOTAL CREDITS	6	16.9	6	25.5	3	54.5	5	48.6
Summer Savings								
Amount Saved	$436.54	77.0	$293.51	63.6	$405.56	31.9	$308.33	28.7
Amount to be Applied toward Educ. Expense	$414.19	72.0	$265.24	54.0	$334.80	29.5	$285.42	26.3
TOTAL CASES	8,507		5,577		3,201		860	

*Based upon the students reporting each item.

†Per cent of students reporting each particular item.

Combinations of Activities

Table III, which also includes professional students, gives a somewhat better picture of the activities during the summer for the undergraduate and graduate students by showing the combinations of major summer activities (employment, summer school, and U. S. vacation). The categories are mutually exclusive only for the activities shown; for example, an individual under "employment" only might have had "other vacation" or another activity, but he would not have had summer school or U. S. vacation.

TABLE III

ACTIVITIES DURING 1961 SUMMER
OF UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENTS
(Enrolled at Madison First Semester 1961-62)

Summer Activity*	Undergraduates		Graduates		Law & Med.	
	No.	%	No.	%	No.	%
Employment	3,053	21.7	548	13.5	147	22.1
U.S. Vacation	907	6.4	340	8.4	27	4.0
Employment and U.S. Vacation	7.328	52.0	924	22.7	323	48.4
Summer School	24	0.2	232	5.7	5	0.7
Summer School and Employment	689	4.9	429	10.6	43	6.4
Summer School and U.S. Vacation	1,092	7.7	1,007	24.8	70	10.5
Summer School, Employment, and U.S. Vacation	913	6.5	487	12.0	50	7.5
None of Above	78	0.6	94	2.3	3	0.4
TOTAL	14,084	100.0	4,061	100.0	668	100.0

*Mutually exclusive categories only for those activities listed.

As Table III exhibits, the majority of the undergraduate students (80.1%) had some combination including employment and vacation while only 19.3 per cent of them had a combination including summer school. In contrast, 53.1 per cent of the graduate students were in summer school with a large number of them combining work with summer school; however, there still were many of them (44.6%) without summer school but with combinations of employment and U. S. vacation. The activity proportions of the professional students are quite similar to the undergraduate students, with a slightly higher percentage attending summer school.

Activities by Sex and Class Level

In Table IV are given the same combinations of activities as in Table III but for the men only; class level divisions are reflected. There was a fairly constant proportion of participation of undergraduate men by class in employment alone and U. S. vacation alone but a general decrease in the combination of employment and U. S. vacation (freshmen, 61.0%; seniors, 38.4%). There were corresponding increases in their participation in combinations of summer school and employment and/or vacation, the largest being summer school and employment (freshmen, 1.6%; seniors, 11.2%).

TABLE IV

ACTIVITIES DURING 1961 SUMMER OF UNDERGRADUATE AND GRADUATE MEN
(Enrolled at Madison First Semester 1961-62)

Summer Activity*	Freshmen		Sophomores		Juniors		Seniors		Total Undergrad.		Graduates	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Employment	630	27.1	636	27.1	557	28.9	522	27.3	2345	27 6	473	14.8
U.S Vacation	140	6.0	76	3.2	71	3.7	81	4.2	368	4.3	203	6.3
Employment and U.S. Vacation	1418	61.0	1329	56.7	913	47.4	734	38.4	4394	51.7	719	22.5
Summer School	2	0.1	--	--	3	0.2	4	0.2	9	0.1	215	6.7
Summer School and Employment	37	1.6	96	4.1	128	6.6	213	11.2	474	5.6	369	11.5
Summer School and U.S Vacation	43	1.9	87	3.7	108	5.6	158	8.3	396	4.6	768	24.0
Summer School. Employment. and U.S. Vacation	51	2.2	115	4.9	138	7.2	194	10.2	498	5 8	387	12.1
None of Above	3	0.1	8	0.3	8	0.4	4	0.2	23	0.3	67	2.1
TOTAL	2324	100.0	2347	100.0	1926	100.0	1910	100.0	8507	100.0	3201	100.0

*Mutually exclusive categories only for those activities listed.

A slightly higher proportion of graduate men was enrolled in summer school including combinations with employment and/or U. S vacation (54.3%) than with these combinations without summer school (43.6%). The majority of the graduate men with summer school were in the U. S. vacation combination (24.0%).

There were decreases from the freshman to the senior levels of undergraduate women (Table V) in participation in employment alone and in U. S. vacation alone in addition to there being a decrease in the combination of the two. The greatest decrease was in the combination of the two (freshmen, 59.0%; seniors, 39.7%) There were corresponding increases in combination with summer school, with the summer school and U. S vacation combination having the greatest change (freshmen, 5.0%; seniors, 18.7%).

Graduate women had approximately equal proportions of people with combinations including summer school as with combinations of employment and vacation without summer school The majority of the women with summer school fell into the summer school and U. S vacation combination (27.8%), and the greatest number without summer school fell into the employment and U. S. vacation combination (23.9%).

TABLE V

ACTIVITIES DURING 1961 SUMMER OF UNDERGRADUATE AND GRADUATE WOMEN
(Enrolled at Madison First Semester, 1961-62)

Summer Activity*	Freshmen		Sophomores		Juniors		Seniors		Total Undergrad.		Graduates	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Employment	293	16.3	212	12.1	118	10.5	85	9.3	708	12.7	75	8.7
U.S. Vacation	271	15.1	118	6.8	74	6.6	76	8.3	539	9.7	137	15.9
Employment and U.S. Vacation	1060	59.0	967	55.4	545	48.5	362	39.7	2934	52.5	205	23.9
Summer School	2	0.1	4	0.2	3	0.3	6	0.7	15	0.3	17	2.0
Summer School and Employment	34	1.9	68	3.9	53	4.7	60	6.6	215	3.9	60	7.0
Summer School and U.S. Vacation	90	5.0	233	13.4	202	18.0	171	18.7	696	12.5	239	27.8
Summer School, Employment, and U.S. Vacation	37	2.1	133	7.6	115	10.2	130	14.3	415	7.4	100	11.6
None of Above	9	0.5	11	0.6	13	1.2	22	2.4	55	1.0	27	3.1
TOTAL	1796	100.0	1746	100.0	1123	100.0	912	100.0	5577	100.0	860	100.0

*Mutually exclusive categories only for those activities listed.

There was a larger proportion of graduate men with the summer school and employment combinations than of the graduate women (men, 23.6%, women, 18.6%). The professional men also had higher percentages working and attending summer school than did the women; the women had a higher proportion with U. S. vacations, but there were very few professional women involved (26 out of 668 professional students).

Undergraduate Students by Current Entrance

Table VI indicates that most new freshmen do not participate in summer school (95.6%). In addition it shows that there is a larger proportion of freshmen with U. S. vacations and/or employment than of the new advanced standing students or the continuing students.

TABLE VI

ACTIVITIES DURING 1961 SUMMER OF UNDERGRADUATE STUDENTS
DIVIDED BY CURRENT ENTRANCE STATUS
(and Enrolled at Madison First Semester 1961-62)

Summer Activity*	New Freshmen		New Adv. Standing†		Continuing+	
	No.	%	No.	%	No.	%
Employment	751	21.4	328	24.8	2,005	21.4
U.S. Vacation	387	11.0	76	5.7	461	4.9
Employment and U.S. Vacation	2,214	63.0	727	54.9	4,435	47.2
Summer School	2	0.1	4	0.3	20	0.2
Summer School and Employment	34	1.0	61	4.6	603	6.4
Summer School and U.S. Vacation	72	2.0	68	5.1	964	10.3
Summer School, Employment, and U.S. Vacation	46	1.3	43	3.2	835	8.9
None of Above	8	0.2	18	1.4	64	0.7
TOTAL	3,514	100.0	1,325	100.0	9,387	100.0

*Mutually exclusive categories only for those activities listed.

†Includes inter-campus transfer students.

+Includes re-entry and inter-campus re-entry students.

General Considerations

Employment and vacation obviously take up the greatest portion of the summer for the majority of the undergraduate and graduate students alike, but for a larger proportion of the undergraduate group. Some students in both groups do attend summer school also, and presumably many more could if there were proper incentives or there was not a need for emplcyment savings for academic year expenses. A greater number of both the undergraduate men and undergraduate women apparently had need and/or desire for summer school attendance as they reached higher class levels, but the women had the larger increase. The women tended to obtain the additional time for school by dropping employment instead of vacations while more of the men continued summer employment or combined summer school with employment.

The importance of summer employment for undergraduate men is indicated in a cost and income study by Lins.[1] It was found that 74.2 per cent and 62.6 per cent of the single undergraduate men and single undergraduate women respectively had

[1]L. J. Lins. Student Expenses and Sources of Income, 1960-61 Academic Year, The University of Wisconsin, Madison Campus (Madison: Office of Institutional Studies, October 1961), p. 40.

summer earnings, but on the average the men relied upon their summer earnings for 25.6 per cent of their income for academic year expenses while for the women it amounted to only 11.8 per cent.

Applied Savings by Weeks of Employment

Because summer employment savings are apparently necessary for educational expenses, it should be informative to see how extensive these savings are. Table VII (men) and Table VIII (women) give the means and medians for summer employment savings to be applied toward educational expenses of the undergraduate students; the savings are divided according to the number of weeks of summer employment. It can be seen that the men had more applied savings than did the women for all employment periods. This is apparently due to the greater earning power of men and to the greater need for saving toward educational expenses (men applied savings mean. $442.27; women applied savings mean, $301.85). Even though some of the students worked most of the summer. the amount they saved on the average would not account for a high proportion of their academic year expenses. This would suggest that for a large number of students relatively small loans could remove the need for summer employment and permit summer school attendance if they were otherwise inclined to do so.

TABLE VII

SUMMER SAVINGS TO BE APPLIED TOWARD EDUCATIONAL EXPENSES
DIVIDED BY WEEKS OF EMPLOYMENT FOR UNDERGRADUATE MEN
(Enrolled at Madison First Semester 1961-62)

Applied Savings*	Weeks of Employment								
	1-2	3-4	5-6	7-8	9-10	11-12	13-14	Mil.+	Total
Mean	$127.66	$203.60	$304.32	$345.05	$405.25	$480.64	$524.47	$171.67	$442.27
Median	111.67	174.34	247.50	317.31	388.07	449.72	507.55	137.50	414.31
No. of Cases	175	435	691	718	1132	1843	2781	123	7898
% With	53.7	61.4	65.1	78.1	80.2	84.3	82.4	24.5	77.9

*Statistics are for those with applied savings; total cases also include those with employment but without applied savings.

+Those with military camp but without other employment.

TABLE VIII

SUMMER SAVINGS TO BE APPLIED TOWARD EDUCATIONAL EXPENSES
DIVIDED BY WEEKS OF EMPLOYMENT FOR UNDERGRADUATE WOMEN
(Enrolled at Madison First Semester 1961-62)

Applied Savings*	Weeks of Employment							
	1-2	3-4	5-6	7-8	9-10	11-12	13-14	Total
Mean	$ 91.04	$132.18	$204.67	$242.43	$292.65	$352.70	$381.17	$301.85
Median	75.00	117.24	179.88	226.30	263.83	329.50	349.73	265.61
No. of Cases	140	376	448	599	800	1023	921	4307
% With	38.6	56.1	55.8	64.4	74.8	79.4	77.9	70.3

*Statistics are for those with applied savings; total cases also include those with employment but without applied savings.

Military camp might also be thought of as an obstacle to summer school attendance, but the majority of the students were not involved in this activity. Only 5.9 per cent of the undergraduate men and 4.8 per cent of the graduate men attended summer camp. Of these men, 12.7 per cent of the undergraduate and 48.7 per cent of the graduate students attended summer school in addition to military camp.

SUMMER ACTIVITY IN DETAIL

A more detailed look at the summer activities of other subdivisions of the 1961-62 fall semester school population should provide information as to how the different types of students are spending the summer, which groups are not using the summer sessions, and which individuals might be available for summer school if proper incentives or financial provisions were provided.

Weeks of Activities by Class Level

As has been pointed out, there were notable differences between the graduate and undergraduate students in their patterns of summer activities. In Table IX are reported the differences between graduate and undergraduate students by weeks of the various activities and differences among undergraduate class levels. More of the undergraduate students had summer employment than did the graduate students (85.1% compared to 58.8%); the opposite was true for summer school attendance (undergraduate, 19.3%; graduate, 53.1%).

It is commonly thought that the normal procedure is for undergraduate students to complete work for the degree by attending four regular academic years; most graduate programs are not set in this way, however, and require more individual initiative; this, plus the fact that there is more pressure on the students in graduate school to complete their education rapidly, probably are among the main reasons why many graduate students take advantage of the summer school programs. Employment for the undergraduate student and summer school for the graduate student did not, however, account for as much of the summer as one might expect. Only 59.9 per cent of the undergraduate students were employed more than eight weeks, and less than half (44.0%) of the graduate students had five or more weeks of summer school. There were also fairly high proportions of undergraduate and graduate students that had over four weeks of vacation (29.2% and 33.8%, respectively).

There were no other extensive differences between the groups except for the larger proportion of graduate students with "other activity," due chiefly to independent research after summer school.

The undergraduate student groups showed increasing participation in summer school at each level from freshmen to seniors (freshmen, 7.2%; seniors, 33.2%) while there was a slight decline in summer employment (freshmen, 86.4%; seniors, 81.5%) and U. S. vacation (freshmen, 75.5%; seniors, 67.5%). The tendency for more continuing undergraduate students than for other undergraduate students to attend sum-

TABLE IX

DISTRIBUTION OF ACTIVITIES DURING 1961 SUMMER
OF UNDERGRADUATE AND GRADUATE STUDENTS
(Enrolled at Madison First Semester 1961-62)

Summer Activity	Freshmen		Sophomores		Juniors		Seniors		Total Undergrad.		Graduates	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Employment												
None	560	13.6	537	13.1	482	15.8	522	18.5	2,101	14.9	1673	41.2
1-4 Weeks	273	6.6	280	6.8	239	7.8	318	11.3	1,110	7.9	397	9.8
5-8 Weeks	741	18.0	696	17.0	471	15.5	532	18.9	2,440	17.3	726	17.9
Over 8 Weeks	2546	61.8	2580	63.1	1857	60.9	1450	51.3	8,433	59.9	1265	31.1
Summer School												
None	3824	92.8	3357	82.0	2299	75.4	1886	66.8	11,366	80.7	1906	46.9
1-4 Weeks	63	1.5	112	2.7	109	3.6	104	3.7	388	2.8	368	9.1
5-8 Weeks	225	5.5	594	14.6	623	20.4	810	28.7	2,252	15.9	1688	41.6
Over 8 Weeks	8	0.2	30	0.7	18	0.6	22	0.8	78	0.6	99	2.4
U.S. Vacation												
None	1010	24.5	1035	25.3	883	29.0	916	32.5	3,844	27.3	1303	32.1
1-4 Weeks	1647	40.0	1885	46.0	1380	45.2	1218	43.1	6,130	43.5	1384	34.1
5-8 Weeks	870	21.1	896	21.9	637	20.9	575	20.4	2,978	21.2	1081	26.6
Over 8 Weeks	593	14.4	277	6.8	149	4.9	113	4.0	1,132	8.0	293	7.2
Other Vacation												
None	3924	95.2	3912	95.6	2885	94.6	2637	93.4	13,358	94.8	3739	92.1
1-4 Weeks	138	3.4	127	3.1	106	3.5	107	3.8	478	3.4	199	4.9
5-8 Weeks	33	0.8	19	0.5	19	0.6	28	1.0	99	0.7	47	1.1
Over 8 Weeks	25	0.6	35	0.8	39	1.3	50	1.8	149	1.1	76	1.9
Military Camp												
None	4073	98.9	3998	97.7	2930	96.1	2568	91.0	13,569	96.3	3906	96.2
1-4 Weeks	35	0.8	56	1.4	72	2.4	113	4.0	276	2.0	142	3.5
5-8 Weeks	10	0.2	39	0.9	46	1.5	139	4.9	234	1.7	13	0.3
Over 8 Weeks	2	0.1	--	--	1	0.0	2	0.1	5	0.0	--	--
Other Activity												
None	3780	91.7	3890	95.0	2876	94.3	2644	93.7	13,190	93.7	3402	83.8
1-4 Weeks	253	6.2	157	3.9	138	4.6	137	4.8	685	4.8	237	5.8
5-8 Weeks	67	1.6	28	0.7	16	0.5	16	0.6	127	0.9	290	7.1
Over 8 Weeks	20	0.5	18	0.4	19	0.6	25	0.9	82	0.6	132	3.3
TOTAL CASES	4120		4093		3049		2822		14,084		4061	

mer school seems apparent; 25.8 per cent of the continuing undergraduate students attended summer school in comparison with 13.2 per cent of the new advanced standing students and 4.4 per cent of the new freshmen. This probably is due in part to the upper division undergraduate students developing increased interests and felt needs for completing special work prior to being graduated; some increase undoubtedly is due to additional credits necessary for graduation in normal course. Having a definite plan of study and a definite goal would tend to interest a student more in working on his program in summer school, than if his course selection were not quite as definite.

The greatest changes in week distributions by class level were at the low and high week intervals for employment and at the five to eight-week interval for summer school.

The professional students, as noted before, closely resembled the undergraduate students in their summer activities. The Law students had better representation in summer school (31.9%) than the Medical students (14.2%) did while a greater proportion of the Medical students had employment and U. S. vacations than did the Law students. The Medical students evidently rely heavily upon their summer employment for academic year expenses as 90.6 per cent of them had employment and 75.6 per cent planned to apply their summer savings toward educational expenses. The Law students had a higher percentage (15.2%) combining summer school and U. S. vacation than did the Medical students (2.8%).

Weeks of Activities of Men and Women by Class Level

Tables X and XI give the summary statistics on summer activity for the undergraduate and graduate students when divided by sex. The variations in activities between the graduate and undergraduate students follow the same general patterns within the sex divisions. Graduate students are more inclined to enroll in a summer session than are undergraduate students; the differences between summer attendance of undergraduate and graduate students were somewhat greater for the men than for the women (differences in per cent: men, 38.1; women, 24.4).

There is a reverse pattern, and of lesser magnitude, for differences in weeks of employment; the undergraduate men evidently had the greatest need for summer employment as 90.6 per cent of them were employed, and they worked 10.6 weeks on the average while the graduate men had a fairly high but smaller proportion with employment (60.9%), which is higher than the per cent of graduate men with summer school (54.3%). One of the reasons that a higher proportion of the men than of the women attend summer school may be that many men are concerned with completing their

TABLE X

ACTIVITIES DURING 1961 SUMMER OF UNDERGRADUATE AND GRADUATE MEN
(Enrolled at Madison First Semester 1961-62)

Summer Activity	Freshmen	Sophomores	Juniors	Seniors	Total Undergrad.	Graduates
	Weeks	Weeks	Weeks	Weeks	Weeks	Weeks
Employment						
Median*	12	12	12	11	12	10
Mean*	10.7	10.9	10.8	10.0	10.6	9.2
Mean†	9.8	10.1	9.7	8 7	9.6	5.6
Per Cent With	91.9	92.7	90.1	87.1	90.6	60.9
Summer School						
Median*	8	8	8	8	8	8
Mean*	6 6	7.0	7.1	7.2	7.1	7.3
Mean†	0.4	0 9	1.4	2.1	1.1	3.9
Per Cent With	5.7	12.7	19.6	29.8	16.2	54.3
U.S. Vacation						
Median*	4	3	2	3	3	4
Mean*	4 8	3.8	3.6	3.6	4 0	4.6
Mean†	3.4	2.6	2.3	2 2	2.7	3.0
Per Cent With	71.1	68.5	63.9	61.1	66.5	64.9
Other Vacation						
Median*	1	1	2	2	2	2
Mean*	3.0	3.3	4 6	4.1	3.7	4.7
Mean†	0.1	0.1	0.2	0.2	0.2	0.3
Per Cent With	4.3	4 3	4.9	4.9	4.6	7.2
Military Camp						
Median*	2	2	2	6	4	2
Mean*	3 2	4.1	4.0	4.5	4 2	2.4
Mean†	0.1	0.2	0.3	0.6	0.2	0.1
Per Cent With	1 9	3 9	6.1	13.1	5.9	4.8
Other Activity						
Median*	3	2	2	3	3	6
Mean*	3.4	3.6	3.2	3.2	3.4	6.0
Mean†	0.2	0.1	0.1	0.2	0.2	1.1
Per Cent With	7 4	4.0	3 9	4.6	5.0	17.4
TOTAL CASES	2324	2347	1926	1910	8507	3201

*Based only upon students with the particular activity.

†Based upon all students.

TABLE XI

ACTIVITIES DURING 1961 SUMMER OF UNDERGRADUATE AND GRADUATE WOMEN
(Enrolled at Madison First Semester 1961-62)

Summer Activity	Freshmen	Sophomores	Juniors	Seniors	Total Undergrad.	Graduates
	Weeks	Weeks	Weeks	Weeks	Weeks	Weeks
Employment						
Median*	10	10	10	9	10	8
Mean*	9.8	9.7	9.5	8.7	9.5	8.3
Mean†	7.8	7.7	7.0	6.1	7.3	4.2
Per Cent With	79.3	79.0	74.0	69.8	76.6	51.2
Summer School						
Median*	8	8	8	8	8	8
Mean*	6.7	7.2	7.2	7.4	7.2	7.4
Mean†	0.6	1.8	2.4	3.0	1.7	3.6
Per Cent With	9.1	25.1	33.2	40.2	24.0	48.4
U.S. Vacation						
Median*	5	4	4	4	5	6
Mean*	6.2	4.9	4.7	4.7	5.2	6.0
Mean†	5.0	4.1	3.9	3.8	4.3	4.7
Per Cent With	81.2	83.1	83.3	81.0	82.2	79.2
Other Vacation						
Median*	3	4	2	6	4	6
Mean*	4.4	5.2	4.9	6.2	5.2	6.2
Mean†	0.2	0.2	0.3	0.6	0.3	0.7
Per Cent With	5.3	4.6	6.1	10.0	6.0	10.6
Military Camp						
Median*	5	4	3	3	3	6
Mean*	5.0	3.0	3.0	2.7	3.3	6.0
Mean†	0.0	0.0	0.0	0.0	0.0	0.0
Per Cent With	0.1	.02	0.2	0.3	0.2	0.1
Other Activity						
Median*	3	2	3	3	3	6
Mean*	4.0	3.5	4.2	5.5	4.2	7.0
Mean†	0.4	0.2	0.4	0.5	0.4	0.8
Per Cent With	9.4	6.2	8.7	9.9	8.3	12.0
TOTAL CASES	1796	1746	1123	912	5577	860

*Based only upon students with the particular activity.

†Based upon all students.

educational program as rapidly as possible because of the responsibilities of the military and of earning a living after graduation.

Among undergraduate students there was a greater decrease in the proportion with summer employment from the freshman through the senior years for the women than for the men (decreases in per cent: women, 9.5; men, 4.8) and a greater increase in the per cent attending summer school for the women than the men (increases in per cent: women, 31.1; men, 24 1) A larger proportion of undergraduate women than of the undergraduate men had U S vacations at all class levels. The differences among class levels for each sex generally were small; however, a higher percentage of the freshman and sophomore men had vacations than of the junior or senior men.

The graduate and undergraduate men with employment on the average worked about one week more during the summer than did the women at the respective levels; the undergraduate students worked over a week longer than the graduate students. Since, as was pointed out previously, the women do not rely on summer employment to support their education to the extent that the men do, it is not surprising to find that the women at both the undergraduate and graduate levels tended to have longer U. S. vacations and other vacations than the men did.

The proportions of summer activities for the professional (Law and Medical) students followed more closely those of the undergraduate than of the graduate students except that a higher proportion of men attended summer school than did the women (men, 25 5%; women, 15.4%); there were only 26 professional women. There was a difference of 6 0 in the proportions of undergraduate and professional men employed (undergraduate, 90.6%; professional, 84.6%) and essentially no difference between the women (0.3).

It appears that employment is more important to the men than it is to the women within each classification The men with summer school had less vacation time but the women with summer school had less weeks of employment.

Activities by Classification and Marital Status

Table XII deals with the influence of marital status upon the proportion of undergraduate, graduate, and professional students involved in the various summer activities. The married undergraduate students participated in summer school to a greater degree (33.4%) than did the single undergraduate students (18.5%) The reverse tendency is noted for these groups with respect to U. S. vacation (married, 48.6%; single, 74 1%) and summer employment (married, 77.9%; single, 85.4%). A similar pattern is noted for the graduate students, but the differences were of a lesser magnitude.

TABLE XII

ACTIVITIES DURING 1961 SUMMER OF SINGLE AND MARRIED UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENTS
(Enrolled at Madison First Semester 1961-62)

Summer Activity	Undergraduates*				Graduates				Law & Medicine			
	Single		Married		Single		Married		Single		Married	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Employment	11,433	85.4	649	77.9	1345	59.1	1043	58.4	399	86.2	164	80.0
Summer School	2,474	18.5	278	33.4	1152	50.6	1003	56.2	102	22.0	66	32.2
U.S. Vacation	9,923	74.1	405	48.6	1639	72.0	1119	62.7	341	73.6	129	62.9
Other Vacation	717	5.4	28	3.4	221	9.7	101	5.7	25	5.4	9	4.4
Military Camp	474	3.5	46	5.5	76	3.3	79	4.4	44	9.5	10	4.9
Other Activity	831	6.2	75	9.0	312	13.7	347	19.4	15	3.2	5	2.4
TOTAL CASES	13,393		833		2,276		1,785		463		205	

*Includes 142 specials (80 men and 62 women)

One might expect a higher proportion of married students than of single students to attend summer school since it would seem that family responsibility might exert pressure on them and, therefore, make it more important for them to complete their education in as short a time as possible.

The professional students (62% were Law students) again are similar to the undergraduate students with respect to the proportions having employment, summer school, and U. S. vacation. The greatest difference between them was with the married students' 48.6 per cent of the undergraduate students had U S. vacations compared to 62 9 per cent of the professional students.

When marital status is divided by sex, there are a few differences that did not become apparent in the previous sex and marital status tables. Perhaps due to the responsibilities of being a housewife, and in some cases a mother, a smaller proportion of the undergraduate married women had employment than was true of the single undergraduate women (married, 44.3%; single, 77.6%). The married undergraduate women, however, form a small segment of the questionnaire population; only 201 of 5,639 undergraduate women were married.

A higher proportion of the married undergraduate men attended summer school than of the single undergraduate men. A higher proportion also tended to combine employment and summer school than did the single undergraduate men (married, 25.9%; single, 10.4%). For the professional students, the proportion of single men with employment and U. S. vacation was higher than for married men while the married men were higher in summer school and U. S vacation.

For the graduate students, there was a slightly higher proportion of the single women in summer school than of the married women (single, 49.3%; married, 45.9%); the opposite was true for the men (single, 51.1%; married, 57.7%). There were only 231 married women included in the study. Over 20 per cent (20.3%) of the married graduate women had "other activity," but for the most part they were people who indicated domestic duties. The differences in the proportions of individuals with combinations of summer school and employment were not great between single and married graduate students when men and women were taken separately; however, fewer women than men had these combinations.

Marriage with its responsibilities undoubtedly increases the need for early completion of school, as is seen with the higher proportions of married men and women attending summer school. A higher proportion of the married men than of the single men participated in summer school even though a large percentage of them apparently had to work.

Activities by College or School

Table XIII gives the proportions by college of undergraduate students involved in the various summer activities. The greatest per cent with summer employment (95.7%) and the least with summer school (9.5%) was in the College of Agriculture. At the other extreme was the School of Nursing with 64.4 per cent with employment and 57.4 per cent with summer school. The order of the remaining colleges, from high to low participation in summer school, was Pharmacy, 31.2 per cent; Education, 24.5 per cent; Commerce, 23.5 per cent; Home Economics, 21.5 per cent; Engineering, 17.4 per cent; and Letters and Science, 17.4 per cent. The School of Home Economics had the highest proportion with U. S. vacation (78.0%) and Agriculture had the least (50.0%).

Commerce had the largest percentage of graduate students with employment (67.5%) and the lowest percentage (34.2%) with summer school attendance (Table XIV). The School of Pharmacy had the highest percentage who attended summer school (73.8%) and the lowest percentage with employment (43.8%). Graduate students in the College of Agriculture had relatively high participation in both summer school (73.4%) and employment (60.0%). Most of the colleges or schools had a fair proportion of the graduate students engaged in "other activities" (from 7.2% for Education to 23.8% for Pharmacy); the majority of the men with "other activities" were engaged in independent research while most of the women had domestic duties.

Many of the undergraduate students in Agriculture apparently help on the farm during the busy summer; the nurses generally are in programs that favor summer school attendance. The high percentages of the graduate students in Agriculture

TABLE XIII

ACTIVITIES DURING 1961 SUMMER OF UNDERGRADUATE STUDENTS, DIVIDED BY COLLEGE OR SCHOOL
(Enrolled at Madison First Semester 1961-62)

Summer Activity	L & S		Agr		H Ec		Comm		Educ		Engr		Nurs		Pharm		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Employment	7130	83 9	584	95 7	357	79.2	507	89 6	990	80.0	2072	91 5	257	64 4	185	93.0	12,082	84 9
Summer School	1477	17 4	58	9 5	97	21 5	133	23 5	303	24 5	393	17 4	229	57 4	62	31 2	2,752	19 3
U S Vacation	6563	77 2	305	50 0	352	78 0	376	66 4	960	77 6	1354	59 8	309	77 4	109	54 8	10,328	72 6
Other Vacation	479	5 6	20	3 3	20	4 4	29	5 1	75	6 1	104	4 6	15	3 8	3	1 5	745	5·2
Military Camp	251	3 0	33	5 4	1	0 2	59	10 4	19	1 5	145	6 4	3	0 8	9	4 5	520	3 7
Other Activity	604	7 1	20	3 3	37	8 2	23	4 1	99	8 0	87	3 8	25	6 3	11	5 5	906	6 4
TOTAL CASES	8499		610		451		566		1237		2265		399		199		14,226*	

*Includes 142 Specials

TABLE XIV

ACTIVITIES DURING 1961 SUMMER OF GRADUATE STUDENTS, DIVIDED BY COLLEGE OR SCHOOL
(Enrolled at Madison First Semester 1961-62)

Summer Activity	L & S		Agr		H. Ec.		Comm		Educ		Engr.		Pharm.		Total	
	No.	%	No	%	No	%	No	%	No	%	No	%	No	%	No.	%
Employment	1421	58 5	377	60 0	27	50 0	77	67 5	257	59 9	194	59.0	35	43 8	2,388	58.8
Summer School	1161	47 8	461	73 4	35	64.8	39	34 2	229	53 4	171	52 0	59	73 8	2,155	53.1
U S Vacation	1766	72.8	312	49.7	40	74 1	73	64 0	331	77 2	185	56.2	51	63 8	2,758	67.9
Other Vacation	221	9 1	30	4.8	4	7 4	12	10 5	27	6.3	20	6.1	8	10.0	322	7.9
Military Camp	83	3.4	29	4 6	--	--	11	9 6	12	2 8	14	4 3	6	7.5	155	3.8
Other Activity	383	15 8	142	22.6	7	13.0	16	14 0	31	7 2	61	18 5	19	23.8	659	16.2
TOTAL CASES	2427		628		54		114		429		329		80		4,061	

with both summer school and employment indicate that many of these people combined the two activities during the summer.

Activities by Region of Home Address

A division was made according to permanent home address in order to gain insight into possible differences in summer use of time between students from Wisconsin and those from other states and countries. In Table XV are given the summer activities for undergraduate students from Madison, Other Wisconsin, and Non-Wisconsin regions. The difference of percentages for summer school attendance between students from Madison and those from Other Wisconsin areas was 8.1 (Madison, 25.0%; Other Wisconsin, 16.9%) while the difference in percentages between total Wisconsin and Non-Wisconsin was only 3.0 (Wisconsin, 18.6%; Non-Wisconsin, 21.6%). It appears that the undergraduate students from Madison and from out-of-state are more inclined to attend summer school than are the students from the other parts of the state.

TABLE XV

ACTIVITIES DURING 1961 SUMMER OF UNDERGRADUATE STUDENTS
DIVIDED BY REGION OF PERMANENT HOME ADDRESS
(Enrolled at Madison First Semester 1961-62)

Summer Activity	Madison		Other Wisconsin		Total Wisconsin		Non-Wisconsin†		Total Undergrad.	
	No.	%	No.	%	No.	%	No	%	No.	%
Employment	1,968	85 2	7,488	88 4	9,456	87 7	2,626	76.2	12,082	84.9
Summer School	578	25.0	1,430	16.9	2,008	18.6	744	21.6	2,752	19.3
U.S Vacation	1,490	64 5	5,877	69 4	7,367	68.4	2,961	85.9	10,328	72.6
Other Vacation	127	5.5	318	3 8	445	4 1	300	8.7	745	5.2
Military Camp	138	6.0	298	3 5	436	4 0	84	2.4	520	3.7
Other Activity	152	6 6	495	5 8	647	6 0	259	7.5	906	6 4
TOTAL CASES	2,310		8,468		10,778		3,448		14,226*	

†States other than Wisconsin, U. S. territories, and foreign countries.

*Includes 142 Specials

Almost 12 per cent (11 9%) of the Wisconsin undergraduate students combined summer school and employment while 9 8 per cent of the Non-Wisconsin students did t'.e same

The greatest differences between the Wisconsin and Non-Wisconsin undergraduate groups were with respect to employment and U S. vacation. Of the Wisconsin students 87.7 per cent were employed and 68.4 per cent spent some time on a U. S. vacation, as compared with 76 2 per cent and 85.9 per cent respectively for students from other areas.

A higher proportion of the undergraduate students from Madison were able to attend summer school and be employed during the summer than was true of undergraduate students from Other Wisconsin areas. Undergraduate students from areas other than Wisconsin apparently had less need for employment and spent more of the summer on vacation.

The graduate students (Table XVI) exhibit about the same variations as do the undergraduates with respect to summer school participation; the difference in per cent between Madison and Other Wisconsin was 7.1, and the difference between

TABLE XVI

ACTIVITIES DURING 1961 SUMMER OF GRADUATE STUDENTS
DIVIDED BY REGION OF PERMANENT HOME ADDRESS
(Enrolled at Madison First Semester 1961-62)

Summer Activity	Madison		Other Wisconsin		Total Wisconsin		Non-Wisconsin *		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Employment	698	60.4	526	69.3	1.224	63.9	1,164	54.2	2,388	58.8
Summer School	635	54.9	363	47.8	998	52.1	1,157	53.9	2,155	53.1
U.S. Vacation	730	63.1	484	63.8	1,214	63.4	1,544	71.9	2,758	67.9
Other Vacation	82	7.1	39	5.1	121	6.3	201	9.4	322	7.9
Military Camp	55	4.8	43	5.7	98	5.1	57	2.7	155	3.8
Other Activity	210	18.2	97	12.8	307	16.0	352	16.4	659	16.2
TOTAL CASES	1,156		759		1,915		2,146		4,061	

*States other than Wisconsin, U.S. territories, and foreign countries.

Wisconsin and Non-Wisconsin was 1.8. The Non-Wisconsin students had the higher proportion with summer school (53 9%) The differences between Wisconsin and Non-Wisconsin graduate students with respect to employment and U. S. vacation are in the same direction as for the undergraduate students (Non-Wisconsin with less employment and more vacation) but the differences are of a lesser magnitude. There was also the tendency for more of the graduate students from Wisconsin to combine employment with summer school (Wisconsin, 25.5%; Non-Wisconsin, 20.0%).

Activities of Undergraduate Students According to Cumulative Grade-Point Average

As has already been noted, a higher proportion of the advanced class (juniors and seniors) undergraduates attended summer school than was true of the underclass students, but the academic nature of these students has not been explored. In Table XVII are presented the summer activities of the undergraduate students divided into three groups according to cumulative grade-point averages: 3.00 and over,

TABLE XVII

ACTIVITIES DURING 1961 SUMMER OF UNDERGRADUATE STUDENTS
DIVIDED BY CUMULATIVE GRADE-POINT AVERAGE
(Enrolled at Madison First Semester 1961-62)

Summer Activity	Freshmen		Sophomores		Juniors		Seniors		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
C.G.P.A. 3.00 & Over										
Employment	38	76.0	604	86.7	465	83.5	538	80.4	1645	83.4
Summer School	26	52.0	123	17.6	139	25.0	215	32.1	503	25.5
U.S. Vacation	40	80.0	548	78.6	418	75.0	473	70.7	1479	75.0
Other Vacation	2	4.0	34	4.9	37	6.6	57	8.5	130	6.6
Military Camp	1	2.0	10	1.4	12	2.2	36	5.4	59	3.0
Other Activity	3	6.0	41	5.9	45	8.1	54	8.1	143	7.2
No. of Cases	50		697		557		669		1973	
C.G.P.A. 2.30 - 2.99										
Employment	49	80.3	1066	86.9	965	83.5	1142	81.5	3222	83.8
Summer School	22	36.1	213	17.4	299	25.9	481	34.3	1015	26.4
U.S. Vacation	45	73.8	965	78.7	853	73.8	959	68.5	2822	73.4
Other Vacation	2	3.3	60	4.9	63	5.4	93	6.6	218	5.7
Military Camp	3	4.9	33	2.7	40	3.5	127	9.1	203	5.3
Other Activity	5	8.2	73	6.0	62	5.4	79	5.6	219	5.7
No. of Cases	61		1226		1156		1401		3844	
C.G.P.A. 2.29 & Lower										
Employment	200	85.5	1143	86.1	581	82.2	545	84.1	2469	84.6
Summer School	54	23.1	289	21.8	223	31.5	233	36.0	799	27.4
U.S. Vacation	154	65.8	990	74.5	488	69.0	419	64.7	2051	70.3
Other Vacation	5	2.1	44	3.3	29	4.1	24	3.7	102	3.5
Military Camp	12	5.1	28	2.1	38	5.4	80	12.3	158	5.4
Other Activity	7	3.0	55	4.1	37	5.2	26	4.0	125	4.3
No. of Cases	234		1328		707		648		2917	
TOTAL WITH C.G.P.A.	345		3251		2420		2718		8734	

2.30 - 2.99, and 2.29 and under. In comparing the high C.G.P.A. groups with the low C.G.P.A. groups, one finds a slightly greater proportion of students with low grade-point averages attend summer school.

This trend is reversed among freshmen, where 52.0 per cent of those with a C.G.P.A. of 3.00 or over attended summer school while only 23.1 per cent of those with a C.G.P.A. of 2.29 or lower did. It should be kept in mind that only students are included who had a grade-point average; therefore new freshmen for the 1961 fall semester were not included. There were only 345 freshmen out of a total of 4,407 who completed the "Summer Use of Time...." card and who had a reported grade-point average. The trend difference may be due to new freshmen, admitted for the 1960-61

second semester, who attended summer school in order to secure credits so as to accelerate their work and be graduated with the freshman group entering in the 1960 fall semester. It is possible that the former persons would continue for successive summers. A much higher proportion of the freshmen with C.G.P.A.'s (29.6%) attended summer school than was true of the total freshman group (7.8%).

The next greatest difference in the proportions of students attending summer school was with the juniors: high C.G.P.A. group, 25.0 per cent; low C.G.P.A. group, 31.5 per cent. All cumulative grade-point average groups, from the sophomore through the senior years, reflect the tendency for greater summer school participation. The compensating decreases in activities for both the high C.G.P.A. groups and low C.G.P.A. groups lie mostly in vacations rather than employment, but the high group uniformly has a somewhat higher proportion with both U. S. and other vacations.

The figures indicate that the better freshman students had a higher percentage with summer school, but relatively few freshmen with C.G.P.A.'s were in the high group. For the other class levels, the poorer students had the larger representation; many of them have been making up deficiencies. The size of the differences, however, indicates that more than likely there is a fair balance between the good and the poor undergraduate students in the summer sessions.

It is interesting to note that there was a general increase in the proportion of 1961 fall semester students with cumulative G.P.A.'s of 3.00 and over from the freshman to the senior levels (freshmen, 14.5%; sophomores, 21.4%; juniors, 23.0%; and seniors, 24.6%). There were, however, greater differences in the proportions of students with C.G.P.A.'s of 2.29 and lower (freshmen, 67.8%; sophomores, 40.8%; juniors, 29.2%; and seniors, 23.8%)

SUMMER SCHOOL ATTENDANCE AND CREDITS EARNED

As one might expect, the majority of the 1961-62 fall registrants who attended summer school did so at The University of Wisconsin, Madison. The highest proportion of individuals in summer school at Madison was among the graduate students (46.8%) while the professional students were second (22.3%), and the undergraduate students were last (12.5%) The high proportion of graduate students may be attributed in part to the stability of the group, the fact that they tend to use the summer period more for academic work, and the probability that they tend to stay at the same institution for all of the graduate work leading to a particular degree.

The total of all institutions (labeled "other campus"), exclusive of the various campuses of The University of Wisconsin, accounted for the next largest portion of summer attendance In this category, however, the order of proportionate representation is graduate, undergraduate, and professional students (5 7%, 4.8%, and 1.8% respectively), with the proportions being much less than those for Madison. Next in order of popularity were University of Wisconsin-Milwaukee, correspondence study, and University of Wisconsin Centers, with the ranking being the same for all three student classifications

Campus Combinations by Class Level

In order to demonstrate by class level how extensively the students attended more than one institution and/or took correspondence study courses Table XVIII giving the campus combinations for the graduate and for the undergraduate students is presented Only two undergraduate students were registered on more than one campus: one at Marquette in addition to Madison, and the other at Marquette in addition to Milwaukee. Sixteen undergraduate (0.1%) and three graduate students (0.1%, all women) combined correspondence study with summer school attendance while 142 (1.0%) of the undergraduate and eight (0 2%) of the graduate students did correspondence work without summer school.

There is a general trend from the sophomore to the senior level of decreasing summer school attendance at campuses other than The University of Wisconsin, Madison, with an increase from the freshman to the senior level in U. W. correspondence study and a much greater increase in the proportions attending The University of Wisconsin, Madison So few of the freshmen are involved in summer education that perhaps they should not be included in the evaluation of the trends.

TABLE XVIII

CAMPUS COMBINATIONS DURING 1961 SUMMER OF UNDERGRADUATE AND GRADUATE STUDENTS
(Enrolled at Madison First Semester 1961-62)

Campus Combination	Freshmen		Sophomores		Juniors		Seniors		Total Undergrad.		Graduates	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Campus	3816	92.6	3330	81.4	2257	74.2	1821	64.5	11,224	79.7	1898	46.7
UW, Madison	106	2.6	367	9.0	504	16.5	779	27.6	1,756	12.4	1898	46.7
UW-Milwaukee	17	0.4	96	2.3	80	2.6	42	1.5	235	1.7	14	0.4
UW Centers	17	0.4	15	0.4	7	0.2	3	0.1	42	0.3	7	0.2
UW Correspondence	8	0.2	27	0.7	42	1.4	65	2.3	142	1.0	8	0.2
Other Campus	155	3.8	255	6.2	156	5.1	101	3.6	667	4.7	233	5.7
Madison and Correspondence	1	0.0	--	--	1	0.0	8	0.3	10	0.1	3	0.1
Milwaukee and Correspondence	--	--	1	0.0	1	0.0	--	--	2	0.0	--	--
Centers and Correspondence	--	--	--	--	1	0.0	--	--	1	0.0	--	--
Comb. with Other Campus*	--	--	2	0.0	--	--	3	0.1	5	0.1	--	--
TOTAL	4120	100.0	4093	100.0	3049	100.0	2822	100.0	14,084	100.0	4061	100.0

*Sophomores: 1 with correspondence, 1 with Madison; seniors: 2 with correspondence, 1 with UW-Milwaukee.

Campuses Attended by Sex and Class Level

A further division of the undergraduate and graduate students by sex (Table XIX, men and Table XX, women) gives evidence of the differences in institutional attendance for men and women. In the analysis, correspondence study is considered as an institution as are the University of Wisconsin-Milwaukee and the total University of Wisconsin Centers. In addition to the fact that a higher percentage of the undergraduate women than of the undergraduate men attended summer school at Madison (women, 14.3%; men, 11.4%), a greater proportion of the women than of the men attended "other campuses" (women, 7.2%; men, 3.2%). The graduate women, although a smaller proportion attended summer school than graduate men did, also had better representation at "other campuses" than did the men (women, 6.4%; men, 5.6%). "Other campuses" were also attended to a greater extent by the single graduate (7.2%) than by the married graduate students (3.9%).

TABLE XIX

INSTITUTIONS ATTENDED DURING 1961 SUMMER BY UNDERGRADUATE AND GRADUATE MEN
(Enrolled at Madison First Semester 1961-62)

Institution	Freshmen		Sophomores		Juniors		Seniors		Total Undergrad.		Graduates	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Campus	2185	94.0	2039	87.0	1535	79.7	1310	68.6	7069	83.1	1456	45.5
UW, Madison	54	2.3	154	6.6	264	13.7	500	26.2	972	11.4	1548	48.3
UW-Milwaukee	5	0.2	42	1.8	41	2.1	23	1.2	111	1.3	7	0.2
UW Centers	9	0.4	9	0.4	6	0.3	--	--	24	0.3	6	0.2
UW Correspondence	7	0.3	11	0.5	15	0.8	39	2.0	72	0.8	6	0.2
Other Campus	65	2 8	94	4.0	66	3.4	47	2.5	272	3.2	178	5.6
TOTAL CASES	2324		2347		1926		1910		8507		3201	

TABLE XX

INSTITUTIONS ATTENDED DURING 1961 SUMMER BY UNDERGRADUATE AND GRADUATE WOMEN
(Enrolled at Madison First Semester 1961-62)

Institution	Freshmen		Sophomores		Juniors		Seniors		Total Undergrad.		Graduates	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Campus	1631	90.8	1291	73.9	722	64.2	511	56.1	4155	74.5	442	51.5
UW, Madison	53	3.0	214	12.3	241	21.5	287	31.5	795	14.3	353	41.0
UW-Milwaukee	12	0.7	55	3 2	40	3 6	20	2.2	127	2.3	7	0.8
UW Centers	8	0.4	6	0 3	2	0.2	3	0.3	19	0.3	1	0.1
UW Correspondence	2	0 1	18	1.0	30	2.7	36	3.9	86	1.5	5	0.6
Other Campus	90	5.0	163	9.3	90	8.0	57	6.2	400	7.2	55	6.4
TOTAL CASES	1796		1746		1123		912		5577		860	

The trend from the freshman to the senior level toward increased summer attendance at Madison and increased correspondence study was more pronounced among the women than among the men (UW, Madison women: freshmen, 3.0%; seniors, 31.5%; men: freshmen, 2 3%; seniors, 26 2%). The greatest decrease in percentage from the sophomore to the senior level is among the women attending "other campuses" (sophomores, 9 3%; seniors, 6 2%)

It again appears that the women at the higher class undergraduate levels find it somewhat easier than the men to accelerate their education by making use of the Summer Sessions at Madison. A large proportion, however, of the undergraduate men and undergraduate women do not attend a summer session at any institution.

Credits Earned by Student Classification

Of the students who attended a summer session on the Madison campus, the professional (Law and Medical) students (Table XXI) earned the highest mean number of credits (6.7); 62 per cent were Law students most of whom attended the 10-week session. The graduate students earned the lowest mean number of credits (3.9); the undergraduate students earned an average of 6.0 credits. The low average credits earned by graduate students is probably due to their work being more concentrated and the fact that many of them are engaged in research for which they register for relatively few credits. The medians for the graduate (three credits) and for the professional students (six credits) were somewhat lower than the means indicating that half of the graduate students carried three credits or less but that many were carrying heavy credit loads. The mean and median were the same for the undergraduate students.

The range of mean credits earned at the other categories of institutions (other than correspondence) for all three classifications of students was from 3.5 credits for graduate students at U. W. Centers (two people with known credit) to 6.2 credits for graduate students at "other campuses." It was pointed out earlier that few regularly enrolled students register for the summer on campuses other than at Madison. The range of credit means among the student classifications was much less at other institutions than it was at Madison.

The total earned credit means naturally paralleled quite closely the credit means of the Madison campus, with 5.6 credits for undergraduate, 4.1 credits for graduate, and 6.6 credits for professional students. The lower total earned credit mean for the undergraduate students resulted from the average lighter earned credit loads at other institutions and the smaller correspondence study earned credit means.

Table XXII gives condensed distributions of credit intervals at the various institutions for the undergraduate, graduate, and professional student categories. The different proportions of individuals with earned credits in the three categories within institutions makes it difficult to compare the percentages between categories, but the relative size of the percentages within each of the two credit intervals indicates the influences upon the respective means.

On the Madison campus, the undergraduate and professional students had the higher percentages of summer enrolled students in the five credit and over interval. The number of credits earned in the other institutions varied somewhat from this pattern, but the undergraduate students were uniformly better represented in the higher credit intervals, correspondence study being the exception. The greatest influence upon the earned credit means apparently is what is considered to be a normal credit load for the particular classification of student.

TABLE XXI

MEAN AND MEDIAN CREDITS EARNED AT VARIOUS INSTITUTIONS DURING 1961 SUMMER BY UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENTS
(Enrolled at Madison First Semester 1961-62)

Credits Earned	Undergraduate	Graduate	Law & Medicine
	No.	No.	No.
UW, Madison			
Median*	6.0	3.0	6.0
Mean*	6.0	3.9	6.7
Mean†	0.7	1.8	1.4
Per Cent With	12.5	46.8	22.3
UW-Milwaukee			
Median*	5.0	6.0	5.0
Mean*	5.1	4.5	4.7
Mean†	0.1	0.0	0.1
Per Cent With	1.7	0.4	1.0
UW Centers			
Median*	5.0	3.5	--
Mean*	4.7	3.5	--
Mean†	0.0	0.0	--
Per Cent With	0.3	0.2	--
Correspondence			
Median*	3.0	3.0	4.0
Mean*	3.1	3.4	4.5
Mean†	0.0	0.0	0.0
Per Cent With	1.1	0.3	0.6
Other Campus			
Median*	5.0	6.0	5.0
Mean*	5.2	6.2	5.9
Mean†	0.2	0.3	0.1
Per Cent With	4.8	5.7	1.8
Total Credits			
Median*	6.0	4.0	6.0
Mean*	5.6	4.1	6.6
Mean†	1.0	2.1	1.6
Per Cent With	20.3	53.3	25.6
TOTAL CASES	14,084	4,061	668

*Based only upon students earning credits.

†Based upon all students.

TABLE XXII

CREDITS EARNED AT VARIOUS INSTITUTIONS DURING 1961 SUMMER
BY UNDERGRADUATE, GRADUATE AND PROFESSIONAL STUDENTS
(Enrolled at Madison First Semester 1961-62)

Credits Earned	Undergraduate		Graduate		Law & Medicine	
	No.	%	No.	%	No.	%
UW, Madison						
None	12,317	87.5	2,160	53.2	519	77.7
Credits Unknown	46	0.3	50	1.2	11	1.6
1 - 4	282	2.0	1,071	26.4	28	4.2
5 cr Over	1,439	10.2	780	19.2	110	16.5
UW-Milwaukee						
None	13,846	98.3	4,047	99.6	661	99.0
Credits Unknown	4	0.0	1	0.0	--	--
1 - 4	77	0.6	6	0.2	3	0.4
5 cr Over	157	1.1	7	0.2	4	0.6
UW Centers						
None	14,041	99.7	4,054	99.8	668	100.0
Credits Unknown	14	0.1	5	0.2	--	--
1 - 4	14	0.1	1	0.0	--	--
5 cr Over	15	0.1	1	0.0	--	--
UW Correspondence						
None	13,926	98.9	4,050	99.7	664	99.4
Credits Unknown	11	0.1	2	0.1	--	--
1 - 4	139	0.9	8	0.2	3	0.4
5 cr Over	8	0.1	1	0.0	1	0.2
Other Campus						
None	13,412	95.2	3,828	94.3	656	98.2
Credits Unknown	207	1.5	75	1.8	--	--
1 - 4	190	1.4	41	1.0	3	0.4
5 cr Over	275	1.9	117	2.9	9	1.4
Total Credits						
None	11,224	79.7	1,898	46.7	497	74.4
Credits Unknown	282	2.0	133	3.3	11	1.6
1 - 4	682	4.8	1,124	27.7	36	5.4
5 cr Over	1,896	13.5	906	22.3	124	18.6
TOTAL CASES	14,084		4,061		668	

Credits Earned by Sex and Class Level

The mean and median* (Table XXIII, men; and Table XXIV, women) earned credits by institutions show some differences between men and women within each classification category.** The undergraduate women had slightly higher earned mean credits at Madison than the men did (women, 6.2 credits; men, 5.8 credits), but they both had the same median of six credits. The means for earned credits at other institutions varied somewhat between the men and women, but for the total credits earned the undergraduate students had a difference of only 0.1 credits (women, 5.7; men, 5.6); the medians were both six credits. The greatest difference was at the UW-Milwaukee where the women had a mean of 5.4 credits and the men had a mean of 4.8 credits (medians: 6 credits and 5 credits respectively).

There were no general trends in the means of credits earned by undergraduate class level for either the men or women at any institutions except that they tended to be higher for the seniors than for the freshmen. For the total credits earned, the freshmen had the lowest means (men, 5.4; women, 5.2) and the seniors had the highest means (5.8 for both men and women).

Even though the women who attended the Summer Sessions at Madison had a slightly higher credit mean than the men did, it seems that the majority of students carried a normal credit load rather than attempting to pick up a few credits perhaps to raise a low grade-point average.

The graduate students exhibit somewhat greater variations in means and medians between the men and women. At Madison, the mean for the women was 4.7 credits and for the men was 3.7 credits, while the medians were five and three credits respectively. This is perhaps due to the fact that the majority of the Ph.D. candidates are men and that they are involved in more extensive research than the Master's candidates are. Of the 1,548 graduate men in the questionnaire group who attended the Madison Summer Sessions, 54.9 per cent earned three or less credits.

The total earned credit means and medians of the graduate students were 4.9 and 5.0 credits respectively for the women and 3.9 and 3.0 credits respectively for the men. There were some differences in means at institutions other than Madison, with the greatest difference by sex being at the UW-Milwaukee where the average number of credits earned by the women was 5.3 and by the men was 3.5. There were

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*All means and medians are based upon the actual distributions and not upon the interval distributions given. Due to the narrow ranges of credits and their discontinuous nature, the medians are informative only when large contrasts exist.

**There are too few professional women to make comparisons between men and women.

TABLE XXIII

MEAN AND MEDIAN CREDITS EARNED AT VARIOUS INSTITUTIONS DURING 1961 SUMMER
BY UNDERGRADUATE AND GRADUATE MEN
(Enrolled at Madison First Semester 1961-62)

Credits Earned	Freshmen	Sophomores	Juniors	Seniors	Total Undergrad	Graduates
	No.	No.	No.	No.	No.	No.
UW, Madison						
Median*	5.5	6.0	6.0	6.0	6.0	3.0
Mean*	5.4	6.0	5.7	5.8	5.8	3.7
Mean†	0.1	0.4	0.8	1.5	0.7	1.8
Per Cent With	2.3	6.6	13.7	26.2	11.4	48.4
UW-Milwaukee						
Median*	3.0	5.0	5.0	6.0	5.0	2.0
Mean*	4.2	4.8	4.4	5.7	4.8	3.5
Mean†	0.0	0.1	0.1	0.1	0.1	0.0
Per Cent With	0.2	1.8	2.1	1.2	1.3	0.2
UW Centers						
Median*	5.0	5.0	5.0	--	5.0	3.5
Mean*	5.0	4.7	4.7	--	4.7	3.5
Mean†	0.0	0.0	0.0	--	0.0	0.0
Per Cent With	0.4	0.4	0.3	--	0.3	0.2
UW Correspondence						
Median*	3.0	3.0	3.0	3.0	3.0	3.5
Mean*	3.7	3.2	3.4	3.1	3.2	3.7
Mean†	0.0	0.0	0.0	0.1	0.0	0.0
Per Cent With	0.3	0.5	0.8	2.0	0.8	0.2
Other Campus						
Median*	6.0	5.0	6.0	6.0	6.0	6.0
Mean*	5.6	5.1	5.5	5.9	5.4	6.1
Mean†	0.1	0.2	0.2	0.1	0.1	0.3
Per Cent With	2.8	4.0	3.4	2.5	3.2	5.6
Total Credits						
Median*	5.0	5.0	6.0	6.0	6.0	3.0
Mean*	5.4	5.5	5.4	5.8	5.6	3.9
Mean†	0.2	0.7	1.1	1.8	0.9	2.1
Per Cent With	6.0	13.1	20.3	31.4	16.9	54.5
TOTAL CASES	2,324	2,347	1,926	1,910	8,507	3,201

*Based only upon students earning credits

†Based upon all students

TABLE XXIV

MEAN AND MEDIAN CREDITS EARNED AT VARIOUS INSTITUTIONS DURING 1961 SUMMER
BY UNDERGRADUATE AND GRADUATE WOMEN
(Enrolled at Madison First Semester 1961-62)

Credits Earned	Freshmen	Sophomores	Juniors	Seniors	Total Undergrad.	Graduates
	No.	No.	No.	No.	No.	No.
UW, Madison						
Median*	6.0	7.0	6.0	6.0	6.0	5.0
Mean*	5.9	6.3	6.2	6.2	6.2	4.7
Mean†	0.2	0.8	1.3	2.0	0.9	1.9
Per Cent With	3.0	12.3	21.5	31.5	14.3	41.0
UW-Milwaukee						
Median*	6.0	5.0	6.0	6.0	6 0	6.0
Mean*	5.2	4.9	5.6	6.2	5.4	5.3
Mean†	0.0	0.2	0.2	0.1	0.1	0.1
Per Cent With	0.7	3.2	3.6	2.2	2.3	0.8
UW Centers						
Median*	4.5	3.5	7.0	7.0	4.0	Unkn.
Mean*	4.8	3.5	7.0	7.0	4.7	Unkn.
Mean†	0.0	0.0	0.0	0.0	0.0	Unkn.
Per Cent With	0.4	0.3	0.2	0.3	0.3	0.1
UW Correspondence						
Median*	3.0	3.0	3.0	3.0	3.0	3.0
Mean*	3.0	2.9	3.0	3.0	3.0	3.0
Mean†	0.0	0.0	0.1	0.1	0.0	0.0
Per Cent With	0.1	1.1	2.7	3.9	1.5	0.6
Other Campus						
Median*	4.0	6.0	5.0	5.5	5.0	6.0
Mean*	4.5	5.2	5.0	5.1	5.1	6.2
Mean†	0.1	0.4	0.4	0.3	0.3	0.3
Per Cent With	5.0	9.3	8.0	6.3	7.2	6.4
Total Credits						
Median*	6.0	6.0	6.0	6.0	6.0	5.0
Mean*	5.2	5.6	5.7	5.8	5.7	4.9
Mean†	0.3	1.4	2.0	2.5	1.3	2.3
Per Cent With	9.2	26.1	35.7	44.0	25.5	48.6
TOTAL CASES	1,796	1,746	1,123	912	5,577	860

*Based only upon students earning credits.

†Based upon all students.

smaller variations in mean and median credits earned between the married and single graduate students than there were between the men and women graduate students. The mean credits earned at Madison was 4.0 credits for the single graduate students and 3.9 credits for the married graduate students.

Total Credits Earned by Classification and Level

The total earned credit distributions, means, and medians for the four undergraduate, the graduate, and the professional levels are presented in Table XXV. The undergraduate group again shows a definite pattern from the freshman to the senior levels of earning more credits at the higher class levels. The freshman group had approximately twice (1.95) as many in the five or more credit interval than in the one to four credit interval while the senior group had over three times (3.32) as many. The male students contributed more to this trend than did the women; for the seniors, the ratio for men was 3.65 to one and for the women was 2.91 to one.

TABLE XXV

TOTAL CREDITS EARNED DURING 1961 SUMMER
BY UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENTS
(Enrolled at Madison First Semester 1961-62)

Total Credits	Freshmen		Sophomores		Juniors		Seniors		Total Undergrad.		Graduates		Law & Medicine	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	3816	92.6	3330	81.3	2257	74.0	1821	64.5	11,224	79.7	1898	46.7	497	74.4
Cr. Unkn.	124	3.0	77	1.9	40	1.3	41	1.5	282	2.0	133	3.3	11	1.6
1 - 4	61	1.5	192	4.7	207	6.8	222	7.9	682	4.8	1124	27.7	36	5.4
5 or More	119	2.9	494	12.1	545	17.9	738	26.1	1,896	13.5	906	22.3	124	18.6
TOTAL	4120	100.0	4093	100.0	3049	100.0	2822	100.0	14,084	100.0	4061	100.0	668	100.0
Credits	No.		No.		No.		No.		No.		No.		No.	
Median*	6.0		6.0		6.0		6.0		6.0		4.0		6.0	
Mean*	5.3		5.6		5.6		5.8		5.6		4.1		6.6	
Mean†	0.2		1.0		1.4		2.0		1.1		2 1		1.6	
% With	7.4		18.7		26.0		35.5		20.3		53.3		25.6	

*Based only upon students earning credits.

†Based upon all students.

Over three times as many professional students were in the higher credit interval than in the lower one (five and over, 18.6%; 1-4, 5.4%), but the graduate students showed a reversal with a higher proportion in the 1-4 credit interval (five and over, 22.3%; 1-4, 27.7%). The graduate students, however, had the highest proportion

with credits earned (graduates. 53.3%. as compared with professionals with 25.6% and undergraduates with 20.3%). The higher proportion in the low credit interval was true only for the graduate men who composed the majority of the graduate students (78.8%); there were 30.2 per cent of the graduate men in the 1-4 credit interval and 21.1 per cent in the five and over credit interval, while 18.4 per cent of the graduate women were in the 1-4 credit interval and 26.7 per cent were in the five and over credit interval.

Among the professional students, the Law students had the highest total earned credit mean with 7.0. while the Medical students had a mean of 5.2 earned credits . There was also a higher proportion of Law students than Medical students with credits (32.4% and 14.6% respectively). The total earned credit mean for professional men was higher than for professional women (men. 6.6 credits; women. 6.0 credits) and a higher proportion of the group earning credits (men. 25.8%; women, 19.2%); 96.1 per cent of the professional students were men.

Total Credits Earned by Classification and Marital Status

Table XXVI indicates that the influence of marital status upon the differences between the means of total credits earned by the married and by the single students is quite small for both the undergraduate and graduate students. However, for the professional students the difference was nearly one credit (single, 6.3 credits; married. 7.0 credits); 95.0 per cent of the single and 98.5 per cent of the married professional students were men.

TABLE XXVI

MEAN AND MEDIAN TOTAL CREDITS EARNED DURING 1961 SUMMER BY SINGLE AND MARRIED UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENTS
(Enrolled at Madison First Semester 1961-62)

Total Credits	Undergraduate*		Graduate		Law & Medicine	
	Single	Married	Single	Married	Single	Married
	No	No	No	No	No	No
Mean†	5.6	5.7	4.2	4.0	6.3	7.0
Median†	6.0	6.0	4.0	3.0	6.0	6.0
No of Cases	13,393	833	2,276	1,785	463	205
Per Cent With	19.5	34.5	50.8	56.4	22.5	32.7

*Includes 142 Specials

†Based only upon students who earned credits

A much higher proportion of the married undergraduate students earned credits (34.5%) than did the single undergraduate students (19.5%) while the professional students were second in this respect with a difference in percentages of 10.2 (married, 32.7%; single, 22.5%). The difference between the number of credits carried by married and single graduate students was smaller than the differences for either the undergraduate or professional students. This may indicate that the married students feel a greater need to earn their degrees in a shorter period of time.

A further division of marital status by sex brings out very few new contrasts in total earned credit means or in proportions with credits. The most outstanding was for the undergraduate students; the married men had the largest mean (5.9 credits) of all of the undergraduate divisions. The married men also had a higher proportion with credits (36.6%) than either the single men (15.4%) or the otherwise high undergraduate women (single, 25.4%; married, 27.9%); 632 of the 8,507 undergraduate men were married.

The single graduate women, unlike the single undergraduate women, had a greater total earned credit mean (5.0 credits) than the married graduate women did (4.5 credits); the single and married men had the same mean (3.9 credits).

Total Credits Earned by College or School

The total earned credit means and medians by college or school (Table XXVII) for the undergraduate students were fairly uniform with the highest mean and median (6.8 credits and 7.0 credits respectively) being in the School of Nursing and the lowest being in the College of Letters and Science and School of Home Economics (mean, 5.4; median, 6.0). The remaining means all were within a range of 5.6 to 5.9 credits and the other medians all were six credits. As noted earlier, the highest proportion of undergraduate students with earned credits was in the School of Nursing (58.1%). The College of Agriculture had the lowest proportion of students with credits (10.0%).

There was greater variation (Table XXVIII) among the means and medians of graduate than of undergraduate students, with the means and medians for graduate students in the Schools of Home Economics and Education being the highest (means 5.6 and 5.5 credits respectively and medians 6.0 credits) and those of the College of Agriculture being the lowest (mean 3.3 credits; median 2 credits). Nearly 74 per cent of the graduate students in the College of Agriculture and in the School of Pharmacy earned credits during the summer. The category having the lowest proportion with credits was the School of Commerce with 34.2 per cent.

TABLE XXVII

MEAN AND MEDIAN TOTAL CREDITS EARNED DURING 1961 SUMMER BY UNDERGRADUATE STUDENTS, DIVIDED BY COLLEGE OR SCHOOL (and Enrolled at Madison First Semester 1961-62)

Total Credits	L & S No.	Agr. No	H Ec No.	Comm. No	Educ No	Engr No.	Nurs. No.	Pharm No.	Total No.
Mean*	5.4	5.7	5.4	5.8	5.6	5.6	6.8	5.9	5.6
Median*	6.0	6.0	6.0	6.0	6.0	6.0	7.0	6.0	6.0
No of Cases	8499	610	451	566	1237	2265	399	199	14,226†
% With	18.3	10.0	23.3	25.4	26.5	18.1	58.1	32.2	20.3

*Based only upon students who earned credits

†Includes 142 Specials

TABLE XXVIII

MEAN AND MEDIAN TOTAL CREDITS EARNED DURING 1961 SUMMER BY GRADUATE STUDENTS, DIVIDED BY COLLEGE OR SCHOOL (and Enrolled at Madison First Semester 1961-62)

Total Credits	L & S No.	Agr No	H Ec No	Comm. No	Educ No	Engr No.	Pharm. No.	Total No.
Mean*	4.1	3.3	5.6	4.7	5.5	4.2	4.1	4.1
Median*	3.0	2.0	6.0	5.5	6.0	4.0	4.0	4.0
No. of Cases	2427	628	54	114	429	329	80	4061
% With	48.0	73.6	64.8	34.2	53.4	52.6	73.8	53.3

*Based only upon students who earned credits.

The low earned credit mean and median for the graduate students in the College of Agriculture undoubtedly were influenced by the short sessions offered by the College of Agriculture. The large number of individuals combining summer school and employment would also suggest that the length of summer school attendance was limited.

Total Credits Earned by Region of Home Address

Division by permanent home address (Table XXIX, undergraduate; Table XXX, graduate) indicates minor differences in total earned credit means and medians and in proportions with credit between Wisconsin and Non-Wisconsin students for both the undergraduate and graduate students. The undergraduate groups had the same mean (5.6 credits) for all regions, while the medians were six credits and five credits respectively for the Wisconsin and Non-Wisconsin students.

TABLE XXIX

MEAN AND MEDIAN TOTAL CREDITS EARNED DURING 1961 SUMMER
BY UNDERGRADUATE STUDENTS, DIVIDED BY REGION OF PERMANENT HOME ADDRESS
(and Enrolled at Madison First Semester 1961-62)

Total Credits	Madison	Other Wisconsin	Total Wisconsin	Non-Wisconsin*
	No	No.	No.	No.
Mean†	5 [illegible]	5.6	5.6	5 6
Median†	[illegible]	6.0	6.0	5.0
No. of Cases	2[illegible]	8468	10,778	3448
Per Cent With	25.8	[illegible].0	19.6	22.5

*States other than Wiscon[illegible]ritories, and foreign countries.

†Based only upon students who earned credits.

TABLE XXX

MEAN AND MEDIAN TOTAL CREDITS EARNED DURING 1961 SUMMER
BY GRADUATE STUDENTS, DIVIDED BY REGION OF PERMANENT HOME ADDRESS
(and Enrolled at Madison First Semester 1961-62)

Total Credits	Madison	Other Wisconsin	Total Wisconsin	Non-Wisconsin*
	No.	No.	No.	No.
Mean†	3.9	4.6	4.2	4 1
Median†	3.0	5.0	4.0	4.0
No. of Cases	1156	759	1915	2146
Per Cent With	55.4	48.2	52 6	53.9

*States other than Wisconsin, U. S. territories, and foreign countries.

†Based only upon students who earned credits.

A greater variation was found between Madison home address (mean, 3 9 credits; median, 3.0 credits) and "Other Wisconsin" home address (mean, 4.6 credits; median, 5.0 credits) graduate students than was found between graduate students from Wisconsin and graduate students from other regions (means: Wisconsin, 4.2 credits; Non-Wisconsin, 4.1 credits)

Total Credits Earned by Undergraduate Students by Current Entrance

In Table XXXI are presented the total earned credit means and medians for undergraduate students divided by current entrance. The mean for the new freshman students was 4.8 credits; for the new advanced standing students, 5.1 credits; and for the continuing students, 5.7 credits. The new freshmen, in addition to having

TABLE XXXI

MEAN AND MEDIAN TOTAL CREDITS EARNED DURING 1961 SUMMER BY UNDERGRADUATE STUDENTS DIVIDED BY CURRENT ENTRANCE STATUS AT TIME OF ENROLLMENT (at Madison First Semester 1961-62)

Total Credits	New Freshmen	New Adv. Standing*	Continuing+	Total
	No.	No.	No.	No.
Mean#	4.8	5.1	5.7	5.6
Median#	5.0	5.0	6.0	6.0
No. of Cases	3514	1325	9387	14,226†
Per Cent With	4.5	14.0	27.2	20.3

*Includes inter-campus transfers.

+Includes re-entry and inter-campus re-entry students.

#Based only upon students who earned credits.

†Includes 142 Specials.

lower means, had the smallest proportion with earned credits (4.5%) while the continuing students had the largest percentage (27.2%) as well as the highest mean.

The new freshman students were by far the least inclined to use the Summer Sessions. Of the 157 who indicated that they expected credit for their summer education, only 49 (31.2%) were certain enough to specify the number of credits. Evidently many of these individuals were classified as specials during the summer.

Total Credits Earned by Undergraduate Students According to Cumulative Grade-Point Average

It was pointed out earlier that a somewhat greater proportion of the undergraduate students with low cumulative grade-point averages enrolled in summer school than did undergraduate students with high grade-point averages, and that, with the exception of the freshmen with C.G.P A 's, the per cent who attended summer school increased with increase in undergraduate class level Table XXXII gives additional information as to the mean and median total credits of the three undergraduate cumulative G P A groups

In comparing the undergraduate group having cumulative G P A 's of 3.00 and over with the group with cumulative G.P.A.'s of 2.29 or less, one finds only 0.1 credit difference in the total earned credit means. The high cumulative G.P.A. group had a mean of 5.7 credits (the sophomores and seniors having the largest: 5.8 credits) and the low C.G P A group had a mean of 5.6 credits (the sophomores having the smallest: 5 5 credits) The median for all C G.P.A.'s and all class levels was six credits.

TABLE XXXII

MEAN AND MEDIAN TOTAL CREDITS EARNED DURING 1961 SUMMER
BY UNDERGRADUATE STUDENTS, DIVIDED BY CUMULATIVE GRADE-POINT AVERAGE
(and Enrolled at Madison First Semester 1961-62)

Total Credits	Freshmen	Sophomores	Juniors	Seniors	Total
	No.	No.	No.	No.	No.
C G P A 3.00 & Over					
Mean*	5.7	5.8	5.6	5.8	5.7
Median*	6.0	6.0	6.0	6.0	6.0
No. of Cases	50	697	557	669	1973
Per Cent With	54.0	18.7	26.4	34.7	27.2
C.G.P A 2.30 - 2.99					
Mean*	5.7	5.6	5.7	5.8	5.7
Median*	6.0	6.0	6.0	6.0	6.0
No of Cases	61	1226	1156	1401	3844
Per Cent With	37.7	18.2	27.4	36.9	28.1
C G.P A 2 29 & Under					
Mean*	5 6	5 5	5.7	5.7	5.6
Median*	6 0	6.0	6.0	6.0	6.0
No. of Cases	234	1328	707	648	2917
Per Cent With	23 1	22.1	33.2	37.3	28.2
TOTAL WITH C G.P A	345	3251	2420	2718	8734

*Based only upon students who earned credits.

SUMMER EMPLOYMENT AND SAVINGS

It was pointed out in the section "Summer Activity in Detail" that employment accounted for the greater portion of the summer activity for the majority of the 1961-62 fall semester Madison campus students. One might question what role summer employment plays in the educational program of the students. This section deals with the relative number of students who had savings from their summer employment, including military camp, and the average savings for the different categories of individuals.

Savings by Student Classification and Class Level

Approximately the same proportions of undergraduate and professional students (Table XXXIII) were employed during the 1961 summer (86.0% and 85.9% respectively); a smaller percentage of the graduate students had a summer source of income (60.0%). A larger proportion of the graduate students also had employment but did not have savings (28.8%) than of the undergraduate students (14.3%) or of the professional students (23.5%). Since the highest proportion of students with combined employment and summer school was among graduate students, it would be expected that their current expenses would be greater and their earning potential less than among other types of students.

The mean* savings for the undergraduate, graduate, and professional students with savings were $419.01, $428.48, and $548.34 respectively. The mean for the graduate students was higher than that for the undergraduate group even though on the average the undergraduate students worked 10.2 weeks and the graduate students worked only 9.0 weeks. It can be assumed that the graduate and professional students command higher salaries than the undergraduate students do.

The medians for all three student classifications are lower than the means, indicating that there were some individuals with sizable savings from summer employment; the ninety-fifth percentiles also show that the distributions are skewed. The majority of the individuals who worked were able to save at least enough to pay their fees while many had sufficient savings to provide for one-third to one-half of their academic year expenses.

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*All means and medians are based upon only the individuals with savings, unless otherwise noted. The original distributions of savings were used to calculate these statistics rather than the condensed distributions shown in some tables.

TABLE XXXIII

SAVINGS, FROM 1961 SUMMER EMPLOYMENT
OF UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENTS
(Enrolled at Madison First Semester 1961-62)

Amount Saved	Undergraduates		Graduates		Law & Medicine	
	No.	%	No.	%	No.	%
No Employ., No Savings	1,975	14.0	1,624	40.0	94	14.1
Employment. No Savings	2,011	14.3	1,170	28.8	157	23.5
TOTAL	3,986	28.3	2,794	68.8	251	37.6
Amount Unknown	89	0.6	25	0.6	10	1.5
$ 1 - 199	1,884	13.4	249	6.2	37	5.5
200 - 399	3,302	23.5	401	9.9	96	14.4
400 - 599	2,593	18.4	300	7.4	111	16.6
600 - 799	1,300	9.2	132	3.2	78	11.7
800 and Over	930	6.6	160	3.9	85	12.7
TOTAL	10,098	71.7	1,267	31.2	417	62.4
GRAND TOTAL	14,084	100.0	4,061	100.0	668	100.0
Median*	$379.42		$ 351.67		$ 514.90	
Mean*	419.01		428.48		548.34	
Mean†	299.67		131.86		339.17	
5th %ile*	97.77		101.23		144.84	
95th %ile*	918.68		1026.98		1200.00	

*Based only upon students who had savings.

†Based upon all students.

When the students are divided on the basis of sex (Table XXXIV, men; Table XXXV, women), one finds slightly greater differences between men and women with respect to the per cent with employment than with respect to the per cent with some savings. This is true for the three student classifications and indicates that, of those with employment, a greater proportion of the women than of the men were able to save; a lower percentage of the women worked.

The largest differences, among the undergraduate students, were between men with savings and women with savings and between men with employment and women with employment. Ninety-two per cent of the men and 76.7 per cent of the women were employed; 77.0 per cent of the men had savings as compared with 63.6 per cent of the women. A lower proportion of undergraduate men than of undergraduate women relied

TABLE XXXIV

SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF UNDERGRADUATE, GRADUATE, AND PROFESSIONAL MEN
(Enrolled at Madison First Semester 1961-62)

Measure	Freshmen		Sophomores		Juniors		Seniors		Total Undergrad.		Graduates		Law & Medicine	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Employ., No Savings	178	7.7	150	6.4	160	8.3	187	9.8	675	8.0	1205	37.6	88	13.7
Employment, No Savings	323	13.9	305	13.0	289	15.0	363	19.0	1280	15.0	976	30.5	154	24.0
With Savings	1823	78.4	1892	80.6	1477	76.7	1360	71.2	6552	77.0	1020	31.9	400	62.3
TOTAL	2324	100.0	2347	100.0	1926	100.0	1910	100.0	8507	100.0	3201	100.0	642	100.0
Mean*	$ 396.94		$ 504.89		$ 514.66		$ 491.08		$ 474.12		$ 448.05		$ 548.79	
Median*	347.37		487.12		508.89		443.50		436.54		405.56		515.69	
5th %ile*	101.91		127.09		129.76		113.67		114.74		104.46		142.50	
95th %ile*	833.53		1022.19		1016.81		1040.22		1010.71		1037.78		1200.00	

*Based only upon students who had savings.

TABLE XXXV

SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF UNDERGRADUATE, GRADUATE, AND PROFESSIONAL WOMEN
(Enrolled at Madison First Semester 1961-62)

Measure	Freshmen		Sophomores		Juniors		Seniors		Total Undergrad.		Graduates		Law & Medicine*	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Employ., No Savings	371	20.6	365	20.9	290	25.9	274	30.1	1300	23.3	419	48.7	6	23.1
Employment, No Savings	258	14.4	209	12.0	124	11.0	140	15.3	731	13.1	194	22.6	3	11.5
With Savings	1167	65.0	1172	67.1	709	63.1	498	54.6	3546	63.6	247	28.7	17	65.4
TOTAL	1796	100.0	1746	100.0	1123	100.0	912	100.0	5577	100.0	860	100.0	26	100.0
Mean†	$ 275.13		$ 333.28		$ 351.43		$ 328.05		$ 316.97		$ 347.62		$ 536.67	
Median†	243.47		312.23		325.93		301.34		293.51		308.33		443.75	
5th %ile†	61.22		79.81		71.29		68.31		69.70		78.93		168.75	
95th %ile†	605.08		645.61		711.62		693.12		644.71		836.25		1200.00	

*Only the single women had savings.

†Based only upon students who had savings.

upon parental support for their education; therefore it was necessary for a greater proportion of men to work and save toward their educational expenses.

The changes in the per cent employed and the per cent with employment but no savings, from the freshman to the senior levels, reflect the tendency for the women to attend summer school instead of working and the inclination for the men to combine summer school with employment at the higher class levels. A greater proportion of the seniors did not have summer savings than was the case of the lower class levels for both men (28.8%) and women (45.4%).

The graduate and professional student groups had smaller differences between the proportions of men and of women with savings (graduate: men 31.9%, women 28.7%; professional: men 62.3%, women 65.4%). There was, however, for both classifications, a greater difference between the percentage of women and the percentage of men with employment but without savings than was the case for the undergraduate groups (graduates: men 30.5%, women 22.6%; professionals: men 24.0%, women 11.5%; undergraduates: men 15.0%, women 13.1%).

A higher percentage of professional women than of professional men had savings even though a greater proportion of the men had employment; this is likely due to the fact that all of the professional women with savings were single.

The undergraduate male group in general had the greater proportions with employment and savings while the undergraduate female group was considerably lower in both respects. The graduate student group had much smaller proportions with each, but the men and women graduate students were more comparable in savings; this was probably due to the high proportion of married men with high current expenses and the smaller proportion of women with employment.

The mean savings were higher for the men than for the women in all three classifications. The men, on the average, worked approximately one week more during the summer than the women did; this alone would not account for the size of the differences between means. The greatest variation in means was among the undergraduate students; the mean for the women was $316.97 and for the men was $474.12. The men and women professional students differed the least in this respect, with the women having mean savings of $536.67 and the men having mean savings of $548.79.

There were some differences in the mean savings by undergraduate levels, but there was no evident pattern except that the freshman group had the lower means within their respective categories (men, $396.94; women, $275.13). The junior group had the highest means for both the men and the women with $514.66 and $351.43 respectively. The ninety-fifth percentiles indicate that with the exception of the

professional women (the women with savings were all single) a certain proportion of the male students was able to save larger sums than the same proportion of the women.

On the average the undergraduate men worked 1.1 weeks more than the undergraduate women did, and the graduate men worked 0.9 weeks more than the graduate women did. The lower means for the undergraduate women undoubtedly were due to many of the women working in resorts and summer camps at low salaries. Some of the women indicated that they did housework for their mothers with little or no direct pay while some indicated babysitting as their only employment.

Savings by Classification and Marital Status

When divided on the basis of marital status (Table XXXVI), the three classificatiors of students generally show higher proportions of single than married students with savings These differences are, at least in part, due to the fact that a higher proportion of married students within each group attended summer school or combined summer school with employment, and a higher proportion of the single students had employment without summer school.

TABLE XXXVI

SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF SINGLE AND MARRIED UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENTS
(Enrolled at Madison First Semester 1961-62)

Measure	Undergraduate†				Graduate				Law & Medicine			
	Single		Married		Single		Married		Single		Married*	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Empl , No Svgs	1,837	13.7	179	21.5	902	39.7	722	40.4	54	11.6	40	19.5
Empl., No Svgs	1,780	13.3	278	33.4	524	23.0	646	36.2	99	21.4	58	28.3
With Savings	9,776	73.0	376	45.1	850	37.3	417	23.4	310	67.0	107	52.2
TOTAL	13,393	100.0	833	100.0	2276	100.0	1785	100.0	463	100.0	205	100.0
Mean#	$ 417 58		$ 460 38		$ 419.67		$ 446.56		$ 547.03		$ 552.16	
Median#	377.89		409 72		342.53		407.35		516.46		509.09	
5th %ile#	95.92		117.76		101.05		101.57		135.19		186.67	
95th %ile#	913 53		1044.58		1019.27		1034.69		1044.03		1200.00	

†Includes 142 Specials

*Only the men have savings.

#Based upon students who had savings

The undergraduate group showed the greatest difference with 73.0 per cent of the single students and 45 1 per cent of the married students having had savings. A fairly high percentage of the married undergraduate students combined employment and

summer school (22.0%). The married graduate student group had the smallest proportion with savings (23.4%) and the highest proportion with employment and summer school combined (24.4%).

The differences between the married and single students in mean savings were much smaller than the differences between means for the men and women. This could be expected since the single groups consisted of the single women with the lowest means and the single men with relatively high means. For both the undergraduate and graduate groups, the single women had the lower means (undergraduates, $316.59; graduates, $345.48), and the married men had the higher means (undergraduates, $479.40; graduate, $457.07) although neither represented proportionate extremes in percentages with employment. The single women group, however, had the largest proportion with U. S. vacation or U. S. vacation combined with employment.

Savings by College or School

The college divisions (Table XXXVII, undergraduates; Table XXXVIII, graduates) indicate that the pattern of proportions of people with savings closely parallels that of the proportions with employment (Tables XIII and XIV) for both the graduate and the undergraduate groups. The undergraduate group had the greater differences between per cent with employment and per cent with savings for those in the College of Agriculture (employment, 95.7%; savings, 76.4%) and in the School of Pharmacy (employment, 93.0%; savings, 73.9%). Those in Pharmacy had a relatively high per cent combining summer school with employment, which might in part account for this difference, but this was not true of Agriculture. It is likely that a large number of the undergraduate students in Agriculture were working at home without receiving direct wages.

For graduate students, the differences between those with employment and those with savings were generally larger (a higher percentage of graduates were married) than for the undergraduate students, but it must be remembered that a much higher proportion of the graduate students combined summer school with employment. The School of Pharmacy group had the smallest difference for the graduate groups, with 43.8 per cent being employed and 30.1 per cent having savings. This is probably due to the relatively high incomes of these people as shown by the savings means.

The savings means also were affected both by the relative number of weeks that each college group was employed and the apparent differences in earning power. The undergraduate students enrolled in Engineering and Agriculture had the highest means ($511.60 and $510.09 respectively). The undergraduate students in Commerce,

TABLE XXXVII

SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF UNDERGRADUATE STUDENTS
DIVIDED BY COLLEGE OR SCHOOL IN WHICH ENROLLED
(at Madison First Semester 1961-62)

Measure	L & S	Agr.	H. Ec.	Comm	Educ.	Engr.	Nurs.	Pharm.	Total
Mean*	$395 82	$ 510.09	$323.99	$498.41	$370.65	$ 511.60	$261.89	$ 416.10	$419.14
Median*	346.78	467.31	285.19	501.56	332.94	497.69	225.00	338.64	379.18
5th %ile*	88.96	136.97	67.80	134.44	88.68	124.37	62.05	104.64	97.35
95th %ile*	842.05	1034.22	644.41	944.62	800.42	1031.78	548.50	1019.29	919.49
No of Cases	8499	610	451	566	1237	2265	399	199	14,226†
% With	70.6	76.4	66.4	73.2	67.0	79.2	52.2	73.9	71.4

*Based upon students who had savings

†Includes 142 Specials

TABLE XXXVIII

SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF GRADUATE STUDENTS
DIVIDED BY COLLEGE OR SCHOOL IN WHICH ENROLLED
(at Madison First Semester 1961-62)

Measure	L & S	Agr	H Ec.	Comm.	Educ.	Engr.	Pharm.	Total
Mean*	$ 409.82	$384.55	$ 475 00	$ [illegible]	$ 2[illegible].70	$ 605.83	$ 428.26	$ 428.48
Median*	339.20	323 08	416.67	508.33	367.86	535.00	318.75	351.67
5th %ile*	100.57	106.47	212.50	105.62	89.64	103.75	153.75	101.23
95th %ile*	1011 35	922.50	1025.00	1025.83	1030.62	1200.00	1142.50	1026.98
No. of Cases	2427	628	54	114	429	329	80	4061
% With	33 6	23.5	20.5	43.0	27.1	31.3	30.1	31.2

*Based upon students who had savings

although a relatively high proportion of them were in summer school (23.5%), also had a high mean ($498.41) and had the largest median of the undergraduate groups ($501.56).

The Engineering group also had the highest mean savings of the graduate groups ($605 83). The graduate students in Pharmacy, even though a larger percentage were in summer school than of any other group, had the fourth from the highest savings mean ($428 26) The Agriculture, Pharmacy, and Engineering graduate groups had the highest proportions with employment without summer school or U. S. vacation of the undergraduate students; of the graduate students, those in Commerce and Engineering were high in employment alone. Many students in Commerce and Engineering had summer jobs many of which were of a training type but which still offered high salaries.

Savings by Region of Home Address

The undergraduate students from regions other than Wisconsin (Table XXXIX) had the smallest percentage with savings (63.5%) for the three regions given, and they also had the smallest per cent with employment (77.4%). This may be due in part to the extra time and money required to travel to and from Wisconsin from the other areas. The Non-Wisconsin student group had a higher proportion with U. S. vacation and summer school or employment than did the Wisconsin student group.

TABLE XXXIX

SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF UNDERGRADUATE STUDENTS DIVIDED BY REGION OF PERMANENT HOME ADDRESS (and Enrolled at Madison First Semester 1961-62)

Measure	Madison		Other Wisconsin		Total Wisconsin		Non-Wisconsin*	
	No.	%	No.	%	No.	%	No.	%
No Emplov., No Savings	320	13 8	919	10.8	1,239	11.5	777	22.6
Emplovment, No Savings	494	21.4	1.083	12.8	1,577	14.6	481	13.9
With Savings	1,496	64.8	6,466	76.4	7,962	73.9	2,190	63.5
TOTAL	2.310	100 0	8.468	100 0	10.778	100.0	3.448	100.0
Mean†	$ 365 78		$ 442 17		$ 427.84		$ 387.46	
Median†	312.50		412 85		398.57		334.32	
5th %ile†	85 00		102.65		100.21		87.33	
95th %ile†	836 67		936 86		928.62		843.50	

*States other than Wisconsin, U. S. territories, and foreign countries.

†Based upon students who had savings.

The undergraduate group from Wisconsin areas other than Madison had a higher percentage with savings (76 4%) than did the group from Madison (64.8%). This could be attributable to the fact that a greater proportion of the students from Madison combined employment and summer school and that these persons may have had a lesser need for savings since many of them were living with their parents. The Other Wisconsin student group had the largest mean savings for the undergraduates ($442.17).

The graduate student group (Table XL) from Wisconsin and the group from other regions both had the same per cent with savings (31 2%), but the group from other regions had a smaller proportion with employment without savings (Non-Wisconsin, 24 0%; Total Wisconsin, 34 1%)

TABLE XL

SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF GRADUATE STUDENTS
DIVIDED BY REGION OF PERMANENT HOME ADDRESS
(and Enrolled at Madison First Semester 1961-62)

Measure	Madison		Other Wisconsin		Total Wisconsin		Non-Wisconsin*	
	No.	%	No.	%	No.	%	No.	%
No Employ , No Savings	444	38.4	220	29.0	664	34.7	960	44.8
Employment, No Savings	434	37.5	220	29.0	654	34.1	516	24.0
With Savings	278	24 1	319	42.0	597	31.2	670	31.2
TOTAL	1,156	100.0	759	100.0	1,915	100.0	2,146	100.0
Mean†	$ 434.20		$ 482.13		$ 459.94		$ 400.83	
Median†	387.50		425.00		411.25		334.45	
5th %ile†	89.38		107.67		101.83		100.75	
95th %ile†	1023.12		1040.53		1033.79		1014.56	

*States other than Wisconsin, U S. territories, and foreign countries.

†Based upon students who had savings.

There was a greater difference between the Other Wisconsin and Madison graduate groups with respect to the percentage with savings than was true for the undergraduate groups; however, the difference in mean savings was less for the graduate students who were employed The graduate student group from Other Wisconsin had the highest mean savings of any group ($482.13)

Savings of Undergraduate Students by Current Entrance

One notes minor differences in the proportions with savings when the undergraduate group is divided by current entrance (Table XLI) The working new freshman group, however, had lower mean savings ($335.35) than did the new advanced standing group ($470.05) or the continuing student group ($444.86) even though all groups had about the same proportions with employment alone or employment in combination with another major activity The total freshman group, of which the majority were new freshmen, also had the second highest mean weeks of employment of all undergraduate levels The relatively low savings of the new freshman group may be due to lack of specialization and lack of work experience

TABLE XLI

SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF UNDERGRADUATE STUDENTS
DIVIDED BY CURRENT ENTRANCE STATUS
(and Enrolled at Madison First Semester 1961-62)

Measure	New Freshmen	New Adv Standing*	Continuing†	Total
	Dollars	Dollars	Dollars	Dollars
Mean#	335.35	470.05	444.86	419.14
Median#	303.75	436.97	413.73	379.18
5th %ile#	76.35	108.14	102.47	97.35
95th %ile#	734.80	1001.72	981.97	919.49
No of Cases	3514	1325	9387	14,226+
Per Cent With	73 8	73.0	70.2	71.4

*Includes inter-campus transfer students.

†Includes re-entry and inter-campus re-entry students.

#Based upon students who had savings

+Includes 142 Specials.

Savings of Undergraduate Students by Cumulative Grade-Point Average

The per cent of undergraduate students by class and with savings in the three cumulative grade-point average groups (C G P A.: 3.00 and over, 2.30-299, and 2 29 and lower) are presented in Table XLII This table also reflects the proportions with employment by class and cumulative grade-point average levels. The total column shows a small decrease from one C.G P A. group to the next in the per cent with savings; 74 1 per cent of the high C.G.P.A. group had savings while 69 2 per cent of the low C G P A group had savings. This is the reverse of the pattern of percentages with employment

There were increases in the mean, median, 5th percentile, and 95th percentile savings from the high group to the low group of the persons who worked. This difference is probably due in part to a greater per cent of the lower C.G.P.A. group (22 1%) than of the higher C.G P A group (17 9%) having employment but not registered in summer school nor taking a vacation.

Savings appear to be influenced chiefly by need, current expenses, and earning power Need and limited earning power seem to be most evident among the undergraduate students Need for current expenses seems more prevalent among the graduate and professional student groups; this probably is accounted for in part by the higher proportion of married students in these groups.

TABLE XLII

SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF UNDERGRADUATE STUDENTS
DIVIDED BY CUMULATIVE GRADE-POINT AVERAGE
(and Enrolled at Madison First Semester 1961-62)

Measure	Freshmen	Sophomores	Juniors	Seniors	Total
	Dollars	Dollars	Dollars	Dollars	Dollars
C G P A 3.00 & Over					
Mean*	350.00	400.45	424.76	428.11	414.86
Median*	300.00	379.05	411.00	400.00	393.27
5th %ile*	67.50	95.29	106.00	85.21	94.34
95th %ile*	865.00	813.27	833.75	921.00	840.06
No. of Cases	50	697	557	669	1973
Per Cent With	68.0	79.5	74.1	68.9	74.1
C.G P A 2.30 - 2.99					
Mean*	403.05	423.55	456.29	448.57	441.58
Median*	318.75	388.95	429.79	414.89	411.91
5th %ile*	100.31	103.88	105.18	105.90	104.88
95th %ile*	897.50	893.50	938.44	1011.33	943.78
No. of Cases	61	1226	1156	1401	3844
Per Cent With	67.2	76.7	72.8	65.4	71.3
C G P A 2.29 & Under					
Mean*	447.88	449.89	468.50	456.74	455.56
Median*	400.21	418.16	433.98	414.06	419.40
5th %ile*	117.88	105.94	110.08	96.72	105.96
95th %ile*	967.50	1002.59	1007.97	1113.12	1017.23
No. of Cases	234	1328	707	648	2917
Per Cent With	66.7	72.7	66.9	65.7	69.2
TOTAL WITH C.G P.A.	345	3251	2420	2718	8734

*Based upon students who had savings.

SAVINGS RESERVED FOR EDUCATION*

Information on the number of individuals with savings and the amounts of these savings is important in determining the extensiveness of summer employment and the relative amount of academic year expenses that can be paid through summer savings. However, it would appear reasonable that the amount reserved for educational expenses would be a better measure of implied need than would the amount given simply as summer savings since the inclination to have savings but not apply them toward educational expenses would indicate lack of need.

For some students summer employment undoubtedly provides a means of paying off completely or reducing debts and renewing the confidence of creditors; for others it may provide only a diversion during the summer, and therefore a means of adding a few luxuries during the year. Still others may relieve financial burdens of their parents during the summer by providing for their own expenses and by purchasing additional clothing.

This section deals with the savings reserved for educational expenses as an indication of relative need for summer employment by the different categories of students. When interpreting the data in this light, care must be taken to account for the apparent differences in earning power and current expenses of the various student groups. Those with small summer savings may need to supplement their savings with extensive part-time academic year employment. Students also vary in their interpretation of educational expenses.

Applied Savings by Student Classification

Table XLIII indicates that the majority of the undergraduate, graduate, and professional students with summer savings intended to apply these savings toward educational expenses. The undergraduate group had the greatest percentage of persons who reported savings but who did not intend to use these savings for education (6.8%); however, due to the higher proportion with savings, they still had the highest per cent (64.9%) with anticipated applied savings. The graduate group with savings had the greater difference between mean savings ($428.48) and mean savings to be applied toward educational expenses ($390.95) while the professional group had the largest mean applied savings ($512.70).

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*The means and medians in this section are based upon only the individuals with applied savings unless otherwise noted. The original distributions of applied savings were used to calculate these statistics rather than the distributions by intervals as shown in some of the tables.

TABLE XLIII

APPLIED SAVINGS, FROM 1961 SUMMER EMPLOYMENT
OF UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENTS
(Enrolled at Madison First Semester 1961-62)

Applied Savings	Undergraduates		Graduates		Law & Medicine	
	No.	%	No.	%	No.	%
No Savings to Apply						
No Employ., No Savings	1,975	14.0	1,624	40.0	94	14.1
Employment, No Savings	2,011	14.3	1,170	28.8	157	23.5
Saving but Not Apply	958	6.8	98	2.4	29	4.3
TOTAL NO APPLY	4,944	35.1	2,892	71.2	280	41.9
Savings Applied						
Amount Unknown	198	1.4	36	0.9	12	1.8
$ 1 - 199	1,899	13.5	270	6.6	38	5.7
200 - 399	3,043	21.6	391	9.6	104	15.6
400 - 599	2,256	16.0	258	6.4	97	14.5
600 - 799	1,078	7.7	100	2.5	69	10.3
800 and Over	666	4.7	114	2.8	68	10.2
TOTAL APPLIED	9,140	64.9	1,169	28.8	388	58.1
GRAND TOTAL	14,084	100.0	4,061	100.0	668	100.0
Median*	$ 346.16		$ 324.82		$ 483.33	
Mean*	395.89		390.95		512.70	
Mean†	254.94		110.05		293.86	
5th %ile*	90.89		89.84		134.50	
95th %ile*	843.43		1000.51		1032.94	

*Based upon students indicating applied savings

†Based upon all students.

The differences between the means of savings and of applied savings indicate the relative amount of savings that are or are not to be applied toward future educational expenses. It has been demonstrated (see Tables VI and VII) that there is a close relationship between weeks worked (and consequently savings) and the proportions of individuals with applied savings, at least among the undergraduate students. The students with only a few weeks of employment had smaller proportions with applied savings than did the students who worked a greater number of weeks. Thus the difference between mean savings and mean applied savings would be less than the mean of these differences for each individual.

Applied Savings by Sex, Classification, and Level

The differences between the male (Table XLIV) and female (Table XLV) groups with respect to proportions with savings without intended application toward educational expenses (saving, no apply) were less than the differences between the groups with respect to the proportions expecting to apply the savings. Of undergraduate women, 9.6 per cent did not intend to apply summer savings, and 54.0 per cent expected to apply savings, while of the undergraduate men 5.0 per cent did not intend to apply summer savings and 72.0 per cent did. Evidently a higher proportion of the women than of the men did not feel the need for employment, but a higher proportion of the women than of the men who worked did so with the intention of using the earnings for school expenses.

The graduate and professional groups had smaller differences between men and women for both applied savings and savings not applied. The professional women had the highest proportion with applied savings (61.5%) of the women in the three classifications, and they had the largest applied savings mean ($541.07) for both men and women; there were, however, only 16 women in the professional group, all of whom were single. The undergraduate women had the smallest applied savings mean ($301.73); this is in keeping with their smaller savings mean.

The undergraduate group had small differences in the proportions having savings without intended application and small differences in applied savings among class levels; there were general decreases in both from the sophomores to the seniors. The largest difference between mean savings and mean applied savings for the women was for the junior class ($22.68) while for the men there were larger differences for both the juniors and seniors ($35.85 and $40.80 respectively). Despite these differences, the juniors still had the highest mean applied savings for the undergraduate men ($478.81) and for the undergraduate women ($328.75).

There were differences similar to those above between mean savings and mean applied savings of the graduate and professional men and of the graduate women. The mean applied savings of the professional women was slightly higher than the mean savings. There were only 17 professional women with savings and 16 with applied savings; the unusual difference in means was due chiefly to the one person without applied savings being below the mean in regard to savings. The male graduate group had a larger difference in means than did the women; the means for the men were savings, $448.05 and applied savings, $408.60.

The differences between savings means and applied savings means generally were not great. The fact that the female undergraduate group had a smaller dif-

TABLE XLIV

APPLIED SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF UNDERGRADUATE, GRADUATE, AND PROFESSIONAL MEN
(Enrolled at Madison First Semester 1961-62)

Measure	Freshmen		Sophomores		Juniors		Seniors		Total Undergrad.		Graduates		Law & Med.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Employ., No Savings	178	7.7	150	6.4	160	8.3	187	9.8	675	8.0	1205	37.6	88	13.7
Employment, No Savings	323	13.9	305	13.0	289	15.0	363	19.0	1280	15.0	976	30.5	154	24.0
Savings, No Apply	163	7.0	123	5.2	71	3.7	67	3.5	424	5.0	77	2.4	28	4.4
With Applied Savings	1660	71.4	1769	75.4	1406	73.0	1293	67.7	6128	72.0	943	29.5	372	57.9
TOTAL	2324	100.0	2347	100.0	1926	100.0	1910	100.0	8507	100.0	3201	100.0	642	100.0
Mean*	$ 369.97		$ 473.77		$ 478.81		$ 450.28		$ 441.83		$ 408.60		$ 511.60	
Median*	332.34		441.16		447.55		415.67		414.19		334.80		483.33	
5th %ile*	92.01		116.07		122.12		110.37		108.70		99.67		134.47	
95th %ile*	807.39		1007.06		945.54		1015.53		935.44		1014.38		1032.06	

*Based upon students indicating applied savings.

TABLE XLV

APPLIED SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF UNDERGRADUATE, GRADUATE, AND PROFESSIONAL WOMEN
(Enrolled at Madison First Semester 1961-62)

Measure	Freshmen		Sophomores		Juniors		Seniors		Total Undergrad.		Graduates		Law & Med.*	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Employ., No Savings	371	20.6	365	20.9	290	25.9	274	30.1	1300	23.3	419	48.7	6	23.1
Employment, No Savings	258	14.4	209	12.0	124	11.0	140	15.3	731	13.1	194	22.6	3	11.5
Savings, No Apply	188	10.5	183	10.5	79	7.0	84	9.2	534	9.6	21	2.4	1	3.9
With Applied Savings	979	54.5	989	56.6	630	56.1	414	45.4	3012	54.0	226	26.3	16	61.5
TOTAL	1796	100.0	1746	100.0	1123	100.0	912	100.0	5577	100.0	860	100.0	26	100.0
Mean†	$ 264.01		$ 316.31		$ 328.75		$ 316.11		$ 301.73		$ 316.47		$ 541.07	
Median†	232.04		286.19		310.12		287.96		265.24		285.42		475.00	
5th %ile†	59.77		71.16		64.60		70.70		65.72		71.41		135.00	
95th %ile†	605.77		640.96		657.00		649.26		636.30		645.28		1200.00	

*Only the single women had applied savings.

†Based upon students indicating applied savings.

ference in means would suggest that although fewer of the women had employment, those who did had a greater need for savings than some of the men did. Only in rare cases would the summer savings have been great enough to pay all academic year expenses.

Applied Savings by Classification and Marital Status

The marital status division (Table XLVI) for the three student classifications indicates that a higher proportion of the single students had applied savings than did the married. The single undergraduate group had the highest per cent with applied savings (65.9%), and the married graduate students had the lowest per cent (22.0%); this was also the pattern with savings. The single undergraduate group also had the highest proportion with savings not applied (7.1%).

TABLE XLVI

APPLIED SAVINGS, FROM 1961 SUMMER EMPLOYMENT
OF SINGLE AND MARRIED UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENTS
(Enrolled at Madison First Semester 1961-62)

Measure	Undergraduate				Graduate				Law & Medicine			
	Single		Married		Single		Married		Single		Married*	
	No	%	No	%	No.	%	No.	%	No.	%	No.	%
No Emplov., No Svgs.	1,837	13.7	179	21.5	902	39.7	722	40.4	54	11.6	40	19.5
Emplov., No Svgs.	1,780	13.3	278	33.4	524	23.0	646	36.2	99	21.4	58	28.3
Savings, No Apply	946	7.1	22	2.6	73	3.2	25	1.4	19	4.1	10	4.9
With Applied Svgs.	8,830	65.9	354	42.5	777	34.1	392	22.0	291	62.9	97	47.3
TOTAL	13,393	100.0	833	100.0	2276	100.0	1785	100.0	463	100.0	205	100.0
Mean†	$ 395.42		$ 416.08		$ 384.52		$ 403.76		$ 506.63		$ 531.18	
Median†	346.49		340.00		319.00		340.97		492.50		446.88	
5th %ile†	89.61		109.24		91.17		87.34		124.08		201.91	
95th %ile†	842.02		1016.11		932.19		1015.92		1019.25		1200.00	

*Only the men had applied savings.

†Based upon students indicating applied savings.

The single undergraduate and married professional groups had the smallest difference between mean savings and mean applied savings ($22.16 and $20.98 respectively), and the married undergraduate and married graduate groups had the largest difference ($44.30 and $42.80 respectively). Those with the largest mean applied savings were the married professional students ($531.18), all of whom were men; those with the smallest mean were the single graduate students ($384.52).

It appears that the size of the incomes of the professional students influences their ability to apply most of their savings. It is possible that the single undergraduate students do not have as many sources of income or as large an income during the academic year as do the graduate students. This may account in part for the much higher proportion of the working undergraduate than of the working graduate students applying summer savings toward academic year expenses.

A smaller per cent of the married undergraduate women (22.9%) than of the married undergraduate men (48.7%) reported applied savings. The married male groups also had the greatest difference of all the undergraduate groups between mean savings and mean applied savings ($48.68). There was a similar trend among the married graduate students; only 16.0 per cent of the graduate women had applied savings as compared with 22.8 per cent of the graduate men. However, the married women had the largest difference in savings and applied savings mean ($50.74).

It probably is true that in general the expense of room and board of the married women is not as great as that of the single men and women and the married men. Many of the married undergraduate men likely have wives who are working and who can earn money toward the educational expenses of their husbands; this may be one factor which accounts for a smaller proportion of their summer savings being applied toward educational expenses than is true for the single undergraduate men. There also may have been some misinterpretation by students enrolled in the Summer Sessions of the "applied savings" question; it seemed that some of these persons regarded the question as applying to mean current expenses while most other students appeared to interpret the question as referring to the 1961-62 academic year.

Applied Savings by College or School

The pattern of proportions with applied savings by college division closely parallels that of the proportions with savings for both the undergraduate (Table XLVII) and the graduate students (Table XLVIII). The undergraduate students in the School of Home Economics had the greatest change in percentages of the undergraduate groups (savings, 66.4%; applied savings 57.6%). The College of Engineering undergraduate group had the highest per cent with applied savings (76.4%) as well as the highest per cent with savings.

There were smaller variations from one school or college to another among the graduate groups than among the undergraduate groups between proportions with savings and with applied savings. The greatest variation was in the School of Pharmacy (savings, 30.1%; applied savings, 25.0%).

TABLE XLVII

APPLIED SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF UNDERGRADUATE STUDENTS
DIVIDED BY COLLEGE OR SCHOOL IN WHICH ENROLLED
(at Madison First Semester 1961-62)

Measure	L & S	Agr.	H. Ec.	Comm.	Educ.	Engr.	Nurs.	Pharm.	Total
	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars
Mean*	374.07	474.60	311.11	456.62	350.21	476.73	251.70	389.63	396.21
Median*	332.30	438.02	273.81	430.11	315.96	440.70	216.67	326.14	346.22
5th %ile*	82.10	124.69	61.67	120.83	90.88	119.86	44.00	105.83	90.63
95th %ile*	819.98	1006.72	630.83	920.83	733.75	1012.50	555.00	1002.08	844.27
No. of Cases	8499	610	451	566	1237	2265	399	199	14,226†
Per Cent With	62.4	72.9	57.6	69.3	59.3	76.4	45.9	68.8	64.6

*Based upon students indicating applied savings.

†Includes 142 Specials.

TABLE XLVIII

APPLIED SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF GRADUATE STUDENTS
DIVIDED BY COLLEGE OR SCHOOL IN WHICH ENROLLED
(at Madison First Semester 1961-62)

Measure	L & S	Agr.	H. Ec.	Comm.	Educ.	Engr.	Pharm.	Total
	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars
Mean*	377.69	348.51	447.22	447.87	354.52	562.63	390.79	390.95
Median*	315.17	275.00	408.33	425.00	309.62	512.50	331.25	324.82
5th %ile*	95.00	97.00	207.50	89.17	62.50	91.25	147.50	89.84
95th %ile*	925.91	828.75	1027.50	1016.25	937.50	1200.00	802.50	1000.51
No. of Cases	2427	628	54	114	429	329	80	4061
Per Cent With	30.8	22.1	18.5	41.2	25.6	28.9	25.0	28.8

*Based upon students indicating applied savings.

The applied savings means also were quite similar to the savings means for the college groups. The largest difference between these means for the undergraduate students was in the School of Commerce (savings, $498.41; applied savings, $456.62). The difference of the means was smallest for undergraduate students in the School of Nursing, but the School of Nursing group also had the smallest applied savings mean ($251.70).

Among the graduate student groups, the group enrolled in the School of Education had the greatest difference between mean savings and mean applied savings (savings, $427.70; applied savings, $354.52); they were next to the smallest of any group for mean applied savings while they were third from the smallest for mean savings.

Applied Savings by Region of Home Address

A higher proportion of the undergraduate students from regions other than Wisconsin (Table XLIX) had savings not applied to educational expense (11.9%) than of the undergraduate students from Wisconsin (5.2%); a smaller proportion of the former students also reported applied savings (51.6%). The group from Wisconsin regions other than Madison had the smallest percentage of students with savings not to be applied (4.9%) and the largest percentage of students with applied savings (71.5%).

TABLE XLIX

APPLIED SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF UNDERGRADUATE STUDENTS DIVIDED BY REGION OF PERMANENT HOME ADDRESS
(and Enrolled at Madison First Semester 1961-62)

Measure	Madison		Other Wisconsin		Total Wisconsin		Non-Wisconsin*	
	No.	%	No.	%	No.	%	No.	%
No Employ., No Savings	320	13.8	919	10.8	1,239	11.5	777	22.6
Employment, No Savings	494	21.4	1,083	12.8	1,577	14.6	481	13.9
Savings, No Apply	142	6.2	414	4.9	556	5.2	412	11.9
With Applied Savings	1,354	58.6	6,052	71.5	7,406	68.7	1,778	51.6
TOTAL	2,310	100.0	8,468	100.0	10,778	100.0	3,448	100.0
Mean†	$ 318.28		$ 421.75		$ 403.03		$ 367.51	
Median†	268.31		399.18		354.87		322.66	
5th %ile†	67.69		100.98		92.72		82.28	
95th %ile†	730.62		900.47		849.08		821.25	

*States other than Wisconsin, U. S. territories, and foreign countries.

†Based upon students indicating applied savings.

The undergraduate group from Madison had the greatest difference between mean savings ($365.78) and mean applied savings ($318.28) while the undergraduate group from Other Wisconsin had the highest mean applied savings ($421.75). Apparently a higher proportion of the Other Wisconsin undergraduate students needed their summer employment in order to continue in school than did the Non-Wisconsin students.

The Other Wisconsin graduate student group, similar to the undergraduate group, also had the highest proportion with applied savings (39.8%), and the group from Madison had the greatest difference between mean savings ($434.20) and mean applied savings ($379.49). The Other Wisconsin graduate group had the largest applied savings mean ($434.30). There was less variation in proportions with applied savings among the graduate students (Table L) than among the undergraduates by region of home address. However, it appears that the Other Wisconsin graduate group, like the Other Wisconsin undergraduate group, had the greatest percentage of individuals of any group with need for employment.

TABLE L

APPLIED SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF GRADUATE STUDENTS DIVIDED BY REGION OF PERMANENT HOME ADDRESS (and Enrolled at Madison First Semester 1961-62)

Measure	Madison		Other Wisconsin		Total Wisconsin		Non-Wisconsin*	
	No.	%	No.	%	No.	%	No.	%
No Employ., No Savings	444	38.4	220	29.0	664	34.7	960	44.8
Employment, No Savings	434	37.5	220	29.0	654	34.1	516	24.0
Savings, No Apply	23	2.0	17	2.2	40	2.1	58	2.7
With Applied Savings	255	22.1	302	39.8	557	29.1	612	28.5
TOTAL	1,156	100.0	759	100.0	1,915	100.0	2,146	100.0
Mean†	$ 379.49		$ 434.30		$ 409.34		$ 374.33	
Median†	324.17		375.00		338.98		313.96	
5th %ile†	74.04		98.25		84.57		95.11	
95th %ile†	934.38		1021.75		1008.16		930.36	

*States other than Wisconsin, U. S. territories, and foreign countries.

†Based upon students indicating applied savings.

Applied Savings of Undergraduate Students by Current Entrance

The new freshman group (Table LI) had a larger proportion of students with savings not to be applied (9.0%) than did the new advanced standing group (5.1%) or the continuing group (6.2%). The new advanced standing student group had the highest per cent of students with applied savings (67.9%) as well as the largest applied savings mean ($453.08), while the continuing student group had the greatest difference between mean savings ($444.86) and mean applied savings ($417.26).

TABLE LI

APPLIED SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF UNDERGRADUATE STUDENTS DIVIDED BY CURRENT ENTRANCE STATUS (and Enrolled at Madison First Semester 1961-62)

Measure	New Freshmen	New Adv. Standing*	Continuing†	Total
	Dollars	Dollars	Dollars	Dollars
Mean#	318.45	453.08	417.26	396.21
Median#	283.87	425.81	383.19	346.22
5th %ile#	72.55	111.97	99.57	90.63
95th %ile#	706.40	930.47	913.97	844.27
No. of Cases	3514	1325	9387	14,226+
Per Cent With	64.8	67.9	64.0	64.6

*Includes inter-campus transfer students.

†Includes re-entry and inter-campus re-entry students.

#Based upon students indicating applied savings.

+Includes 142 Specials.

Many of the new advanced standing students were employed during the entire summer; this would account in part for the high proportion with applied savings and the high applied savings mean. The continuing students were better represented in summer school; perhaps their interpretation of applied savings might have accounted for the greater (although not large) difference in the savings and applied savings means.

Applied Savings of Undergraduate Students by C.G.P.A.

The tendency for the undergraduate students with the higher cumulative grade-point averages to have a somewhat greater per cent with savings is also apparent in applied savings; the group with a C.G.P.A. of 3.00 and over (Table LII) had the largest proportion with applied savings (68.1%). The mean applied savings,

TABLE LII

APPLIED SAVINGS, FROM 1961 SUMMER EMPLOYMENT, OF UNDERGRADUATE STUDENTS DIVIDED BY CUMULATIVE GRADE-POINT AVERAGE
(and Enrolled at Madison First Semester 1961-62)

Measure	Freshmen	Sophomores	Juniors	Seniors	Total
	Dollars	Dollars	Dollars	Dollars	Dollars
C G P A. 3.00 and Over					
Mean*	321.55	377.13	400.94	398.47	389.52
Median*	275.00	347.64	394.74	346.61	353.08
5th %ile*	61.25	85.09	106 17	87.05	90.56
95th %ile*	827 50	747.97	743.25	837.31	801.67
No. of Cases	50	697	557	669	1973
Per Cent With	58 0	71 9	68.6	64.4	68.1
C G P A 2 30 - 2.99					
Mean*	398.08	396 91	423.36	416.64	411.91
Median*	325 00	348.51	406.10	366.38	373.16
5th %ile*	32.50	90 07	100.86	104.97	99.17
95th %ile*	1001.25	838.52	885.36	929.82	896.82
No. of Cases	61	1226	1156	1401	3844
Per Cent With	63.9	67.5	67.4	59.5	64.5
C.G P A 2.29 and Lower					
Mean*	412.95	427.60	435.93	431.53	429.31
Median*	346.25	395 95	409.09	397.22	400.00
5th %ile*	99 50	98 06	107.64	101.37	101.66
95th %ile*	901 25	942 50	918.75	1034.04	988.33
No of Cases	234	1328	707	648	2917
Per Cent With	61 1	65.1	61.8	60.0	62.9
TOTAL WITH C.G P.A.	345	3251	2420	2718	8734

*Based upon students indicating applied savings.

however, is the smallest for this group, as was true for savings, but the group had the smallest difference between mean savings ($414.86) and mean applied savings ($389 52) of the three groups.

There was a general pattern of slight decreases in the per cent with applied savings from the sophomore to the senior levels for all C.G.P.A. groups. The decreases, however, were much less than the increases from the sophomore to the senior levels in the proportion by class attending summer school.

The sophomore group had the largest proportions with applied savings for both the high C.G.P.A. group (71.9%) and the low group (65.1%); this was also the case with savings. The junior group had the highest applied savings means within each of the three groups; this also was similar to the situation for the savings means but not entirely so since the senior group had the largest savings mean among the classes for the 3.00 and over C.G.P.A. sub-groups.

SUMMARY AND GENERALIZATIONS

What does the average college student do during the summer? Does he go to summer school; travel; work; or simply take a vacation? If he works, how much does he save toward educational expenses? If he goes to summer school, what is the scope of the program he pursues? In short, what in fact are the present characteristics of the basic clientele available to a university as it seeks to offer optimum educational services throughout the year? What possible time and finances do students, enrolled during the regular year, have for summer attendance?

Such questions are fundamental to any discussion of academic calendar review; yet, surprisingly enough, they have not generally been asked in any systematic way. Educators sometimes have operated on hunches based upon partial data. Many hunches turn out to be incorrect when exposed to the light of actual statistics.

This is a report of what one university, The University of Wisconsin, Madison campus, discovered when it sought information on summer use of time on the part of its students in order to evaluate more effectively institutional policies and plans. Every student registering on the Madison campus of The University of Wisconsin in the fall of 1961 was asked to complete a short punched-card questionnaire. Some 94 per cent of the students completed the cards. From the 18,847 usable cards, a variety of pertinent tables were constructed.

At the outset, let it be said these tables reaffirm a fact well-known to education researchers: there is no such thing as a "typical student." Distinctions must be drawn on the basis of certain characteristics.

Summer Activities

The summer activities of University of Wisconsin students enrolled during the 1961-62 regular year centered around employment, summer school attendance, vacation at home or abroad, military camp, independent research, and a miscellany of other activities. The average student was engaged in a combination of activities. The way he divided his time differed markedly depending on a variety of factors.

By Class Level

There were notable differences between graduate and undergraduate students in their patterns of summer activities. More undergraduate students were employed during the summer than were graduate students--85 per cent contrasted to 59 per cent. The opposite was true for summer school attendance--undergraduate, 19 per

cent; graduate, 53 per cent. The average undergraduate student was employed a week longer than was the average graduate student. Employment for the undergraduate and summer school for the graduate student did not, however, account for as much of the summer as might be expected. Only 60 per cent of the undergraduate students were employed more than eight weeks, and only 44 per cent of the graduate students had five or more weeks of summer school. Some 29 per cent of the undergraduate and 34 per cent of the graduate students had more than four weeks of vacation.

Undergraduate students showed increasing participation in summer school at each level from the freshman to the senior year--freshmen, seven per cent; seniors, 33 per cent. Continuing undergraduate students were more apt to attend summer school than were new advanced standing students or new freshmen.

By Sex

Undergraduate men were more apt to work than were undergraduate women--91 per cent versus 77 per cent; there was a greater decrease in the proportion with summer employment from the freshman through the senior years for women than for men. A slightly higher proportion of graduate men than graduate women was employed--61 per cent as compared with 51 per cent. Graduate and undergraduate men with employment worked about one week longer on the average during the summer than did the women.

Undergraduate women and graduate men were somewhat more apt to attend summer school than were the men or women in the other respective classifications. Among professional students, a higher proportion of men than women attended summer school.

Within each classification, men attending summer school had less vacation time while women attending summer school had less weeks of employment.

By Marital Status

The married undergraduate student was more apt to attend summer school than his single counterpart, less apt to take a vacation, and somewhat less apt to be employed. A similar pattern was exhibited by married graduate and professional students.

By College or School

Undergraduate summer employment ranged from 96 per cent in the College of Agriculture to 64 per cent in the School of Nursing. Undergraduate summer school attendance ranged from 58 per cent in Nursing to 10 per cent in Agriculture.

Commerce had the largest percentage of graduate students with employment (68%) and the lowest percentage with summer school attendance (34%). The School of Pharmacy had the highest percentage in summer school (74%) and the lowest percentage with employment (44%) Graduate students in Agriculture had a relatively high participation in both summer school (73%) and employment (60%).

By Home Address

Students from Madison and from out-of-state were somewhat more inclined to attend summer school than were students from other parts of the state of Wisconsin. Students from Wisconsin were more apt to be employed during the summer than were non-Wisconsin students This may be due to varied needs for summer earnings in order to continue in the fall.

By Cumulative Grade-Point Average

A slightly greater proportion of undergraduate students with low cumulative grade-point averages attended summer school than of students with high cumulative GPA's The size of the difference does not appear great enough, however, to weaken the quality of the summer session student body.

Summary

There were 14 weeks between the close of the spring semester at Madison and the opening of the fall term. Of these 14 weeks, the composite undergraduate male spent nine and one-half weeks in gainful employment, two and one-half weeks on vacation, one week in summer school, and the balance in a variety of other activities His coed counterpart worked for seven and one-half weeks, vacationed for four and one-half weeks, spent one and one-half weeks in school, and divided the balance of time among miscellaneous activities. The composite graduate student exhibited a different pattern male, five and one-half weeks of employment, four weeks of summer school, and three weeks of vacation; female, four and one-half weeks of vacation, four weeks of employment, and three and one-half weeks of summer school.

Looked at another way, 91 per cent of the UW undergraduate men, 77 per cent of the undergraduate women, 61 per cent of the graduate men, and 51 per cent of the graduate women reported being engaged for a time in some type of summer employment. Summer school attendance involved 16 per cent of the undergraduate men, 24 per cent of the undergraduate women, 48 per cent of the graduate women, and 54 per cent of the graduate men.

The majority of the undergraduate students (80%) had some combination of summer activity that included employment and vacation while only 19 per cent had a combination that included summer school. In contrast, 53 per cent of the graduate students included summer school in their summer activities.

Summer School Attendance

As has been cited, summer school attendance was related to classification: undergraduate students, 19 per cent; professional students, 25 per cent; graduate students, 53 per cent. As might be expected, the majority of UW students enrolled during the regular year and who took summer course work did so on the Madison campus: undergraduate, 12 per cent; professional, 22 per cent; graduate, 47 per cent. Other institutions attracted measurable numbers of UW students: undergraduate, five per cent; professional, two per cent; graduate, six per cent. Only a very small number of Madison campus students pursued summer work either at the University of Wisconsin-Milwaukee, through correspondence study, or at one of the University Centers.

There was a general trend from the sophomore to the senior level of decreasing summer school attendance on campuses other than The University of Wisconsin at Madison, with an increase from the freshman to the senior level in UW correspondence study, and a much greater increase in proportions attending the Madison summer sessions. These trends were more pronounced among women than among men.

Credits Earned by Class Level

Among the students who earned academic credits during the summer, the mean varied from 6.6 for professional to 5.6 for undergraduate to 4.1 for graduate students. Among undergraduate students, freshmen had the lowest mean and seniors the highest

By Sex and Marital Status

Women tended to carry more credits than did men in all classifications with the exception of Law and Medicine. Of the 1,548 graduate men in the questionnaire group who attended the Madison summer sessions, less than half earned more than three credits.

The influence of marital status upon total credits earned was insignificant.

By College or School

Total earned credit means and medians by college or school for undergraduate students were fairly uniform. Graduate student medians varied from six credits in Education and Home Economics to two credits in Agriculture.

By Home Address and Cumulative Grade-Point Average

Only minor differences were exhibited between Wisconsin and non-Wisconsin students in total earned credit means and medians. Cumulative grade-point averages likewise appear to have had no significant effect on the number of credits carried

Summary

The average UW undergraduate male registered at Madison during the first semester earned 88 academic credits in summer; the undergraduate female, 1.32; the graduate male, 2 09; and the graduate female, 2.28.

Among those students reporting summer school attendance, the typical undergraduate man and woman each earned six credits; the graduate woman, five credits; and the graduate male, three credits.

Summer Employment and Savings

Employment accounted for the greater portion of the summer activity of the majority of University of Wisconsin students, but there were wide variations in amounts of savings

By Class Level

Among undergraduate studerts, 86 per cent were employed, but 14 per cent had no savings, leaving 72 per cent with an economic profit for the summer. Ninety per cent of the savings were within a range of $97 to $919. The median savings for the undergraduate students employed was $379; the mean was $419. The average savings for all undergraduate students was $300 The freshman group had the lowest mean savings, the junior group the largest

Among graduate students, 60 per cent were employed, but 29 per cent had no savings, leaving 31 per cent with summer savings The range of 90 per cent of the savings was from $101 to $1,027 The median savings for graduate students employed was $352; the mean was $428. The average savings for all graduate students was $132

Among professional students, 86 per cent were employed; 24 per cent had no savings, leaving 62 per cent with summer savings. Ninety per cent of their savings were within a range of $145 to $1,200 The median savings for those employed was $515; the mean was $548. The average for all professional students was $339.

By Sex and Marital Status

Mean savings were higher for the men than for the women in all three classifications. A higher proportion of single students than of married students had savings; however, the savings mean of single students was less.

By College or School

The undergraduate students in Engineering and Agriculture had the highest mean savings Commerce undergraduate students had the highest median. The Engineering group also had the highest mean savings among graduate students. These differences may be more a function of sex than of college or school in which enrolled

By Home Address

The smallest percentage with summer savings was the group of undergraduate students from regions other than Wisconsin. The graduate student group from Wisconsin areas other than Madison had the highest mean savings of any group. Differences in savings probably were due largely to the varying needs for money to continue education during the regular year

By Cumulative Grade-Point Average

The lower a student's cumulative grade-point average, the more apt he was to be employed in the summer and the less apt he was to have savings. The differences between students with high CGPA's and those with low CGPA's were not marked, however.

Summary

There was a wide variation by class in the typical summer savings of the students with savings and enrolled at Madison during the first semester 1961-62--with the savings being $308 for graduate females, $406 for graduate males, $294 for undergraduate females, and $437 for undergraduate males.

Summer Savings Reserved for Education

The majority of University of Wisconsin students with summer savings applied most of these savings toward educational expenses.

By Classification

The undergraduate group had the greatest percentage of persons who reported savings but who did not intend to use these savings for education (7%). However, the undergraduate group still had the highest per cent (65%) with applied savings; the undergraduate mean was $396 The graduate group with savings exhibited the greatest difference between mean savings ($428) and applied savings ($391) while professional students had the largest mean applied savings ($513).

By Sex and Marital Status

A smaller per cent of the women than of the men had applied summer savings. Married students were able to save less for educational expenses than were single students

By College or School

The pattern of proportions with applied savings by college division closely paralleled that of the proportions with savings Undergraduate students in the School of Home Economics exhibited the greatest disparity between savings and applied savings; in the graduate student category the difference was most marked among students in Education

By Home Address

A higher proportion of the undergraduate students from regions other than Wisconsin had savings not applied to educational expenses than of undergraduate students from Wisconsin The Other Wisconsin graduate group, like the Other Wisconsin undergraduate group, had the greatest percentage of individuals with applied savings

By Cumulative Grade-Point Average

The higher a student s cumulative grade-point average the less apt he was to save toward educational expenses The medians ranged from $353 for undergraduate students with 3 00 or over to $400 for undergraduate students with 2.29 or under. A higher proportion of the high cumulative grade-point average group than of the low cumulative grade-point average group, however, had some savings

Summary

The amounts applied toward educational expenses by the "average" student were as follows graduate women, $81; undergraduate women, $161; graduate men, $118; and undergraduate men, $317 Among students reporting summer employment,

the median savings toward educational expenses were: undergraduate men, $414; graduate men, $335; graduate women, $285; and undergraduate women, $265.

Generalizations

The data here reported can be interpreted in several ways. It was to answer a specific question, however, that the study was undertaken. These generalizations will confine themselves to that topic, namely, how many University of Wisconsin students might be available for year-around study?

Undergraduate Students

This study reaffirms the findings of other studies that, for a significant number of University of Wisconsin undergraduates, summer employment savings may mean the difference between continuing or not continuing in school. Some 65 per cent of the undergraduate students had applied savings, and half of these had savings of approximately $346 or more; this means that for at least 4,500 undergraduate students (32%) summer school attendance would have represented a serious loss in income.

On the other hand, this study reveals a significant number of UW undergraduate students for whom summer study would seem to have been economically feasible, given modest scholarships and/or loans. There were nearly 4,000 undergraduate students with nc summer savings and almost 5,000 with applied savings of less than $400 each. Of the students surveyed, only 2,330 spent more than four weeks in summer school, leaving a net potential of over 7,000 undergraduate students (52%) for whom eight weeks or more of summer school might have been feasible, given suitable curricula and motivation.

These summer school potentials were not evenly distributed by class, however. In general, there was a steady decline in their numbers from pre-freshmen through seniors. Nor were they evenly distributed by sex and home address. Women earned less credits and money than men; non-resident students earned less credits and money than resident students did

Graduate Students

While graduate students now make use of The University of Wisconsin, Madison campus, summer sessions to a much greater degree than undergraduate students do, here, too, there would seem to be an untapped potential. Over 70 per cent of the graduate students reported no applied summer savings; an additional 16 per cent had applied savings of under $400 Subtracting those who now spend over four weeks in

summer school leaves a balance of 1,766 (43%) for whom eight weeks or more of summer school might have been possible. It should be kept in mind, however, that lack of summer savings of graduate students not attending the summer sessions may have been due to factors such as debt retirement, degree research away from the campus, and family responsibilities. A high proportion were married. Many had assistantships during the academic year but not during the summer.

For the 12 per cent of the graduate students who had applied savings of $400 or more, summer school attendance would seem to present a serious economic obstacle.

Professional Students

In general, professional students followed the undergraduate student pattern. Their numbers, in any event, were not significant.

Summary

From this study it would seem that there may be quite a number of University of Wisconsin students not now making optimum use of the 14 weeks of summer time in terms of either money or credits accumulated. Whether this potential can in fact be translated into summer attendance on the Madison campus will probably hinge on a variety of socio-economic and personal factors which educational institutions have only begun to explore. On the basis of present knowledge, it is not safe to assume that larger numbers of students would or could attend a summer session of any particular length, or that establishing a summer session longer than any of the present sessions would automatically attract a satisfactory enrollment. It appears quite certain that to increase enrollments substantially during the summer it would be necessary to expand scholarship and/or loan programs and to explore other means of developing greater student utilization of summer offerings.

APPENDIX

SUMMER USE OF TIME BETWEEN JUNE 3 AND SEPTEMBER 11, 1961

For purposes of planning programs in the years ahead, the University Calendar Committee is interested in student activity during the summer.

If engaged in two or more activities concurrently, please show the equivalent number of weeks at each (e.g., if employed half-time and attending school half-time for eight weeks, indicate employment four weeks and Summer School four weeks).

1961 Summer Activity	No. of Weeks
Employment	
Summer School	
Vacation and Travel:	
United States	
Other _____ (Country)	
Military (Summer camp, cruise)	
Other _____ (Specify – e.g. illness)	
TOTAL	14 weeks

Number of College Credits Earned in 1961 Summer at:

University of Wisconsin

- Madison _____
- Milwaukee _____
- Centers _____
- Correspondence Study _____
- Other _____ (Name of Institution) _____

Estimate Savings from 1961 Summer Employment . . . . . $ _____

How much of this will be applied toward your educational expenses? . . . . . $ _____